



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS PENDIDIKAN GANESHA

CLUSTER ELEMENTARY AND TECHNOLOGY EDUCATION

EDUCATIONAL TECHNOLOGY (BACHELOR OF EDUCATION)

PRIMARY TEACHER EDUCATION (BACHELOR OF EDUCATION)

BASIC EDUCATION (MASTER OF EDUCATION)

BASIC EDUCATION (DOCTOR)

EDUCATIONAL SCIENCES" (DOCTOR)

August 2023



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “EDUCATIONAL TECHNOLOGY” (BACHELOR OF EDUCATION)
- “PRIMARY TEACHER EDUCATION” (BACHELOR OF EDUCATION)
- “BASIC EDUCATION” (MASTER OF EDUCATION)
- “BASIC EDUCATION” (DOCTOR)
- “EDUCATIONAL SCIENCES” (DOCTOR)

OFFERED BY UNIVERSITAS PENDIDIKAN GANESHA, SINGARAJA, INDONESIA

Based on the report of the expert panel, the comments by the university, and the discussions of the AQAS Standing Commission in its 18th meeting on 21 August 2023 the AQAS Standing Commission decides:

1. The study programmes “**Educational Technology**” (Bachelor of Education), “**Primary Teacher Education**” (Bachelor of Education), “**Basic Education**” (Master of Education), “**Basic Education**” (Doctor), and “**Educational Sciences**” (Doctor) offered by **Universitas Pendidikan Ganesha, Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

The accreditations are conditional.

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

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 September 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 September 2029**.

Conditions:

For all programmes:

1. The workload of the teaching staff must be assessed, especially regarding the amount of time needed to produce good research output or to finish a PhD while teaching, and depending on the outcome the workload must be adapted.
2. The course descriptions must be revised in the following terms:
 - a. a stronger competence orientation in the formulation of the intended learning outcomes (ILO),
 - b. focus on the core competencies to be achieved,
 - c. forms of assessment must be stated and they must correspond to the ILOs,
 - d. the literature must be updated.

Additionally for the programme “Educational Technology” (Bachelor of Education):

3. To create a clearer graduate profile, the Bachelor’s programme’s curriculum must be reviewed and the courses revised.
4. The range of subjects and interests in the current programme are too broad and must be more focused. Electives must be used more strategically to support the programme’s profile.

Additionally for the programme “Educational Science” (Doctor):

5. The profile must be strengthened to be distinguishable from other universities and to support its internal development (cf. chapter IV.1.5 of the final report).

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

For all programmes:

1. The cross-learning between the “Basic Education” and “Educational Technology” Bachelor’s programmes should be improved to provide a broader perspective for students.
2. The university should consider offering the programmes of this cluster under a single department with sub-departments. This organisational structure could also support the review and alignment of the profiles of the different programmes.
3. A process should be instituted to review and evaluate student’s workload continuously to ensure that there is balance in terms of the time required to finish the course requirements. The workload should be checked regularly and systematically within the internal Quality Assurance System of the Faculty.
4. The departments should develop a clear research profile to support the learning outcomes and the international visibility of the research themes of the departments and to support the attraction for foreign students.
5. The internationalisation of the programmes should be strengthened by fostering the following areas:
 - a. the exchange of staff, including guest lecturers from the region and beyond,
 - b. the exchange of students,
 - c. the use of English language.
6. Instruments for assessing the quality of education should be expanded beyond national regulations to include other criteria and indicators based on the requirements of the university, faculty, departments, and specific needs of the stakeholders.
7. Within the internal QA system of the university, the faculty level should be strengthened so that the core responsibility of quality assurance lies at the level where the programmes are located.
8. A more stringent system of follow-up on the outcomes should take place at multiple levels of the Internal Quality Assurance system. A short version of the outcome should be provided as a “management summary” for internal decision makers.
9. Communication and exchange should be enhanced between all levels of the university. For reasons of internal management, there is a need for a more stringent process of properly documenting the discussions and decisions that are taken up during the meetings, which should be implemented soon.
10. The university and the departments should ensure that the teaching staff embodies the ILOs in their professional actions.

11. The university should develop a policy which addresses the different aspects of equality (gender, students with special needs) in the student body and teaching staff.
12. The university should develop a strategy to reach a more balanced gender ratio in the teaching staff.
13. The library access to English language databases should be improved.
14. The university should explore more options to offer financial support or scholarship opportunities to students to help them to successfully accomplish their studies.
15. The university should develop and implement a concept with a cohesive structure and guidelines by which core information for each programme should be provided on the study programmes' websites, with special attention paid to
 - a. a consistently functioning translation of core information into English,
 - b. ensuring that a process is implemented to check that provided links and the navigation system work properly,
 - c. the provision of up-to-date course descriptions and schedules.
16. A process should be implemented to continuously review and update the literature used in the study programme.

Additionally for the programme "Primary Teacher Education" (Bachelor of Education):

17. The programme should include topics such as learning difficulties, working with pupils with special needs as well as the subject area of "educational psychology" in the courses and describe them transparently in the documents.

Additionally for the programme "Basic Education" (Master of Education):

18. The study programme's profile should be reshaped. In this regard, data on applicants, students and graduates should be collected and taken into account. Moreover, the different teaching and assessment strategies, which correspond to level 7 of the European Qualifications Framework (EQF), should be described and how the competencies of the students on Master's level are distinguishable from the level of Bachelor's and PhD (EQF level 6 and 8).
19. The published references for performance assessment (score rubric criteria) do not correspond to the desirable pedagogical concept of the study programme for the qualification of pedagogical professionals. Against this background, an alignment of the forms of assessments and an adjustment of the documents should take place.

Additionally for the programmes "Basic Education" (Master of Education), "Basic Education" (Doctor), and "Educational Science" (Doctor)

20. Measures should be taken to improve the graduation rates in the Master's and PhD programmes, especially for the PhD programme "Educational Science". Likewise, measures should be taken to ensure that Master's and PhD students can finish the programme within the intended duration of the study programme.

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- “EDUCATIONAL TECHNOLOGY” (BACHELOR OF EDUCATION)
- “PRIMARY TEACHER EDUCATION” (BACHELOR OF EDUCATION)
- “BASIC EDUCATION” (MASTER OF EDUCATION)
- “BASIC EDUCATION” (DOCTOR)
- “EDUCATIONAL SCIENCES” (DOCTOR)

OFFERED BY UNIVERSITAS PENDIDIKAN GANESHA, SINGARAJA, INDONESIA

Visit to the university: 30 January – 03 February 2023

Panel of experts:

Prof. Prof. Dr. Vicente Antonio Vallejo Pijano III	Philippine Women's College of Davao (Philippines), Faculty of Administration Technology
Prof. Dr. Janne Fengler	Alanus University (Germany), Head of Institute of Pedagogy of Children
Dr. Faisal Madani	Universitas Negeri Jakarta (Indonesia), Faculty of Education
Peter Hoffmann	Head of Deutsche Schule in Jakarta, Indonesia (representative of the labour market)
Belinda von Freymann	Student of University of Basel, Switzerland (student expert)

Coordinator:

Doris Herrmann	AQAS, Cologne, Germany
Maria Rentmeister	

I. Preamble

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

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

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the degree programmes “Educational Technology” (Bachelor of Education), “Primary Teacher Education” (Bachelor of Education), “Basic Education” (Master of Education), “Basic Education” (Doctor), and “Educational Sciences” (Doctor) offered by Universitas Pendidikan Ganesha, Singaraja, Indonesia.

1. Criteria

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

2. Approach and methodology

Initialisation

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

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 21 February 2022. The final version of the SER was handed in January 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 a review of the SER, a site visit to the university took place on 30 January – 3 February 2023. On site, 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 visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

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

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 21 August 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 September 2023, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

Universitas Pendidikan Ganesha (UNDIKSHA) is a state university located in Singaraja on Bali. The university is structured along 7 faculties and a Postgraduate Programme: Faculty of Education, Faculty of Law and Social Sciences, Faculty of Languages and Arts, Faculty of Mathematics and Natural Sciences, Engineering and Vocational Faculty, Faculty of Sport and Health, and Faculty of Economics. In total, the university offers 67 programmes to a student number of 12,750.

UNDIKSHA developed from a teacher training institute to its current state as an independent state university. Its vision is defined in a Strategic Plan 2020-2024 and it follows a Tri Hita Karana philosophy, which subsumes learning and teaching, research and community service. According to the documents, UNDIKSHA strives to become a leading university in Asia by 2045.

The study programmes under consideration are part of the Faculty of Education, one of the oldest faculties at UNDIKSHA, with a student number of 1914. The faculty offers four Bachelor's programmes, 14 Master's programmes, and three Doctoral programmes. The Master's degree and Doctoral Degree programmes are affiliated with the Postgraduate Programme. The faculty is headed by a dean, the Postgraduate Programme by a director. For the management of the programmes, heads of departments and study programme coordinators are named. For administration sub-divisions are in charge of carrying out planning, financial, academic, student affairs, alumni affairs, personnel, administration, cooperation, information systems, and management of state property in the Postgraduate Programme.

IV. Assessment of the study programmes

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

Bachelor's/Master's degree

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

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

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

[ESG 1.2]

Doctoral degree

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

The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.

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

[ESG 1.2]

Description

1.1. General aspects of all programmes

The description of the programme learning outcomes at UNIDKSHA is structured into four categories: Attitudes, Knowledge, General Skills and Specific Skills. In the SER it is described that the programme learning

outcomes are said to refer to national standards and the Indonesian Qualifications Framework on the corresponding level.

Programmes use the Indonesian credit system to assign workload in which one SKS is equivalent to 36 hours of study per semester, i.e., 12 meetings of 3 hours each. UNDIKSHA also uses a calculation on how to transfer SKS in the European credit transfer system ECTS.

The study programmes refer to the Indonesian National Qualification Framework (KKNI) which includes 9 qualification levels: graduates from the Educational Technology and Primary Teacher Education study programmes are equivalent to level 6, graduates from the Magister Programme in Basic Education Magister are equivalent to level 8, graduates from the Doctoral programme in Basic Education and Doctoral programme in educational sciences are equivalent to level 9.

1.2. Educational Technology (Bachelor of Education)

The Bachelor's programme aims at qualifying graduates who become either learning technology developers, educators/trainers in educational institutions and training centres or independent entrepreneurs. Learning technology developers shall be able to continue to higher education levels at universities with national and international reputation in the field of Educational Technology or other relevant fields of science. Educators/trainers are said to be able to develop themselves as learning technologists and facilitate learning in the fields of formal and non-formal education. Finally, the profile of entrepreneurs is to be capable to develop entrepreneurial potential and to be skilled in problem-solving. As described in the SER, the learning outcomes of attitudes and general skills are defined along the national standards given. Specific elements of skills and knowledge are obtained from the Indonesian Qualifications Framework.

As specific skills to be acquired in the programme, graduates shall have the capability to analyse the theoretical concepts of educational technology in depth; solving procedural problems in the field of educational technology; apply the theoretical concept of learning with the ability to design learning programmes, plan the learning process, and carry out the learning process that apply innovative learning models and strategies; develop Educational Technology products based on local culture.

The curriculum consists of 57 courses with a total of 150 credit hours. The curriculum is delivered via several course groups: General Compulsory Courses, Core Study Courses, Study Programme Specific Courses, and Supporting Science and Technology Courses. In the final semester, the thesis covers 6 SKS. General Compulsory Courses include 6 general courses with 12 credit hours, such as Pancasila, Bahasa Indonesia, Religion, Civics Education, Prosperity, and English. Core Study Courses, which constitute the largest group of courses with 42 and a total of 97 credit hours, cover Digital Instructional Applications, Educational Philosophy, Education Management, HR Management, Databases, "Technopreneurship", Graphic Computer, Descriptive and Inferential Statistics, Instructional Photography/Animation/Design Model/Strategy, Programming Logic, Computer Network.

3 Study Programme Specific Courses (8 credit hours) provide a specialization for students to choose from, namely Introduction to Educational Technology, Development of Teaching Materials, Learning Resource Development. Supporting Science and Technology Courses provide knowledge and skills in Cross Study courses, including field work, with 6 courses and 33 credit hours.

The curriculum evaluation is said to be carried out through tracer studies, graduate user satisfaction surveys, suggestion from alumni, developments in accounting science, improvements in information technology, and changes in the business environment.

Experts' evaluation

Educational Technology programme is in compliance with the academic programme requirements as stated by the Indonesian government. It meets the requirements as stated in the government regulations. The panel of experts confirms that the academic degree corresponds to the learning outcomes and requirements of the appropriate level of the National Qualifications Framework. The terminal requirements of the study programme show field studies, thesis, industry projects, internships, and final examinations.

The Educational Technology programme has good laboratory facilities for use of the students and the teaching staff. The facilities are adequate and well-maintained. The facilities enable students to do their projects and the other course requirements. It facilitates good learning and simulation facilities like podcast lab, multimedia labs, virtual radio station, culture & arts laboratories, and computer laboratories.

The programme has a well-defined internship programme with a good process and supervision of faculty in coordination with the labour market. The teaching staff provides the necessary support for the student to conduct their field study and internship. There is a definitive process and good supervision for the interns. It is organized and ensures quality feedback from the internship sites.

The panel of experts has the opportunity to discuss the employers' experiences with interns and graduates during the site visit. There is much appreciation by the labour market for the quality of work and dedication of the student interns. Also the feedback from the employers regarding the skills and knowledge of the graduates is consistently positive. Through these contacts, it is also possible to place requests regarding the modification of curricula and educational technologies in the university training of future educators.

The experts also welcome that internships are evaluated and graded together and that there is close contact with the lecturers at the university. It is evident from the feedback of the employers that the quality of the interns and graduates of the Educational Technology programme is well received in the industry. From the point of view of companies, internships and the number of graduates could also be increased quantitatively. Employers encourage the university to continue to support its students in their independence and with regard to the development of leadership qualities. The panel of experts supports the labour market's request regarding the modification of curricula and educational technologies in the university training of future educators (see below).

Another very important aspect of the programme is the good relations between the teaching staff and the students. It is very evident that there is a genuine environment of learning and the desire to support the students as they study within the programme. Overall, students can get to know both national and international schools, feel supported by the university during their practical phase and well advised when problems arise.

For this programme, there is a sufficient number of qualified teaching and support staff vis-à-vis the number of students in the programme. Furthermore, the teaching staff is supported in career development by the institution through a well-organized faculty development programme (see also chapter 5).

During the visit, the experts had intense discussions with the teaching staff of UNDIKSHA to better understand the differences between the programmes. Therefore, they see the need to strengthen the Educational Technology programme by having a clear, distinctive graduate profile and job perspective. The education subjects for generalists are too broad. The panel of experts request that the curriculum for this programme must be reviewed, and the courses revised to have a clearer graduate profile to ensure that a stable number of students continue to apply for enrolment (**Finding 1**). It was observed that the enrolment trends in the last few years have gone down and remains low.

From the experts' point of view, there is potential and a need to improve cross-learning between the "Basic Education" and "Educational Technology" Bachelor programmes (**Finding 2**). Subjects present in both

programmes can be opened to students from the other programmes to enable them to have a broader educational and learning perspective and opportunity to cross-pollinate their learning experience.

In the experts' opinion, the university should support and address the profile of the programme by considering the current multiple structure under a single department with sub-departments, including the use of a standard nomenclature for naming the programme/department (**Finding 3**). For example, naming the home department as Educational Technology instead of Education Psychology and Guidance Department. This will enable them to have a clear distinction and ease of working together under one department.

It is further recommended that a system of evaluation for choices of electives to enrich the students experience must be put in place. The relevance and recency of changes in the technology field mandates that the programme is able to adapt quickly with the ever-changing phase in this field. The experts noted that the range of subjects and interests in the current programme are too broad and needs to be more focused. Electives must be used more strategically to support the programme's profile (**Finding 4**). The study programme should be assessed and developed to have a clearer focus especially in terms of the choices of electives and subjects that would create more specialised tracks for students aligned with their interests and possible jobs after graduation.

The workload for students needs to be revisited. From the interviews during the site visit the experts observed that the workload of students seems to be quite heavy requiring many hours to be able to fulfil the academic requirements. A process should be instituted to review and evaluate student's workload continuously to ensure that there is balance in terms of the time required to finish the course requirements (**Finding 5**).

The experts also observed that the workload of the teaching staff was heavy with additional assignments in addition to teaching, research, and community service. There is need to assess the workload of the teaching staff in terms of the amount of time needed to produce good quality of research output and to finish their PhD's (**Finding 6**, see also chapter 5).

The course descriptions must be revised in terms of the intended learning outcomes (ILO) (**Finding 7**). There is need to focus on the core competencies to be achieved, forms of assessment to be undertaken vis-à-vis teaching, learning, including the use of authentic assessment, especially in terms of what is expected of students to be able to do after completing the course.

Finally, the departments should develop a clear research profile to support the learning outcomes and the visibility of the research themes of the departments (**Finding 8**). The themes can be used as a guide to ensure that the faculty support the department's research directions and that students doing their research will have the necessary expertise to complete their research work.

Conclusion

The criterion is partially fulfilled.

1.3. Primary Teacher Education (Bachelor of Education)

In the SER it is stated that the study programme aims at qualifying graduates who become prospective elementary school teachers who are able to plan, implement, and evaluate learning as well as carry out research based on the Tri Hita Karana in elementary schools. They shall be able to continue to higher education levels at universities with national and international reputation in the field of primary teacher education or basic education or other relevant fields of science. They said to be capable to develop themselves as professional teachers and sources of reference in the field of elementary school as well as entrepreneurship and are skilled in problem-solving.

The curriculum consists of 59 courses with a total of 150 credit hours. The curriculum is delivered via several course groups: General Compulsory Courses, Core Study Courses, Study Programme Specific Courses, and Supporting Science and Technology Courses. In the final semester, the thesis covers 6 SKS. General Compulsory Courses include 6 general courses with 12 credit hours, such as Pancasila, Bahasa Indonesia, Religion, Civics Education, Tri Hita Karana, and English. Core Study Courses, which constitute the largest group of courses with 41 and a total of 102 credit hours, cover Basic Mathematics and Mathematics Learning, Elementary School Science and Social Science Basics, Elementary School English, Physic Education, Bahasa Indonesian Education, Balinese Language Education, Microteaching, Civics Learning, Instructional Strategy, Literacy, and Scouting, as well as a Teaching Practicum.

Two Study Programme Specific Courses (4 credit hours) provide Balinese Arts and Culture and Balinese Handcrafts. Supporting Science and Technology Courses provide knowledge and skills in Cross Study courses, Scientific Writing, Education Statistics, Introduction to Research Methodology, Entrepreneurship, and Community Service Program, with 10 courses and 32 credit hours.

Experts' evaluation

Overall, the panel of experts concludes that the profile of the study programme "Primary Teacher Education" seems well elaborated. The planned admission number (annual admission cycle) which is relatively high in comparison to the Bachelor's programme "Educational Technology" (N = 400 vs. 35) is comprehensibly justified by the needs for elementary school teachers on the labour market.

Regarding the interlinkage of the Bachelor "Primary Teacher Education" with the Bachelor "Educational Technology" as well as with the Master- and PhD-programmes under review in this cluster and other BA-programmes offered by the Faculty of Education, a number of aspects are to be noted. According to the discussion rounds during the site visit, the experts conclude that the graduates of the respective courses of study in the cluster fill out areas of activity on the labour market with good selectivity and thus do not enter competition with each other. In concrete, it was confirmed that only graduates of the programme "Primary Teacher Education" work as teachers in elementary schools. Regarding the further development of the degree programmes in this cluster, and the Bachelor Basic Education in particular, the panel of experts would like to put it up for debate whether the emphasized selectivity on the labour market claims validity as a value or if, in contrast, the approach of multi-professional teams that can appropriately deal with complex pedagogical challenges from multiple perspectives could serve as a driving force. This includes that reshaping the profile of all programmes should improve the distinctiveness between BA, MA and PhD as well as improve cross-learning between the programmes (see evaluations of the specific programmes).

The experts took note that a relatively small percentage of students in this Bachelor's programme go on to the Master's programme "Basic Education" (5-10% according to the provided documents). For the experts this indicates that more holistic thinking could be done in this regard. During the discussion round with the teaching staff, when asked about the added value that Bachelor graduates would gain by continuing their studies in the aforementioned Master, the reference was made that the staff's responsibility is only for the Bachelor's programme. The panel of experts suggests understanding the academic responsibility which also includes the good interlocking and diversity of the study programmes and the knowledge of the staff about the entire portfolio offered at the own organizational unit in order to support the biographical career of the students. According to the lecturers, no joint courses are offered with other BA-programmes. Instead, lecturers teach content matters in different programmes. The experts recommend that synergies of joint Bachelor courses should be explored. From the experts' point of view, there is potential and a need to improve cross-learning between the "Basic Education" and "Educational Technology" Bachelor programmes (see Finding 2). Subjects present in both programmes can be opened to students from the other programmes to enable them to have a broader educational and learning perspective and opportunity to cross-pollinate their learning experience. It should be

noted that the programmes are offered at different departments of the Faculty of Education and the postgraduate unit. Although this was characterized as a satisfactory situation by all representative groups (senior management, faculty, teaching staff), the panel of experts got no answer why the stakeholders come to this judgment. In the experts' opinion, it would be beneficial if the university supports and addresses the profile of the programmes by considering the current multiple structure under a single department with sub-departments, including the use of a standard nomenclature for naming the programme/department (see Finding 3). A better bundled organizational and personnel entanglement could generate resources for the above-mentioned desiderata.

The study programme has been developed and is currently implemented according to national legal requirements. The Bachelor's programme pursues specific professional qualification objectives and aims, several learning outcomes are defined, and they correspond to the pursued academic degree. Regarding the content, the modules seem reasonably consistent with the intended learning outcomes of the study programme. What is lacking in the course descriptions is a stronger orientation on the competences (see Finding 7). Within this process of revision, the intended learning outcomes (ILOs) should be more focussed on the core competencies. Furthermore, the exams should refer to the ILOs. The panel of experts points out that the module handbook refers to literature sources that no longer correspond to the current state of research and theory development. The panel of experts thus recommends to review and update the literature used in the study programme and stated in the course descriptions (see Finding 7).

The experts were not able to identify an appropriate and comprehensive list of the following topics: learning difficulties, working with pupils with special needs as well as the subject area of "educational psychology". The experts consider these topics as extremely important for school pedagogical contexts. The study programme should include these topics in the courses and state them in the documents provided to students and stakeholders (**Finding 9**).

While the rectorate has emphasized the importance of agile flexibility on the part of the faculties during the site visit, the panel of experts found only a few examples in which the course descriptions that reflect these challenges to the same extent. Likewise, those responsible in the study programme did not reflect the extent to which societal and social changes and the accompanying desiderata have been responded to in recent years. The expert panel strongly recommends a corresponding flexibilization. The workload of students should be checked regularly and systematically within the internal Quality Assurance System of the Faculty (see Finding 5).

The internship programme seems so be thoroughly conceptualized. Overall, practical teaching, community services, supervision, monitoring and evaluation, report and educational seminars seem to reflect the work. Also for this programme, employers' experiences with interns and graduates in terms of the skills and knowledge they bring with them are consistently positive and via the exchange on internships the labour market can suggest changes in the curriculum. The panel of experts also welcomes that internships are evaluated and graded together and that there is close contact with the lecturers at the university. From the point of view of companies, internships and the number of graduates could also be increased quantitatively. Employers encourage the university to continue to support its students in their independence and with regard to the development of leadership qualities.

It remains unclear to which extent the study programme offers mobility opportunities for students and teachers.

Conclusion

The criterion is partially fulfilled.

1.4. Description of Master and PhD programme Basic Education

1) Basic Education (Master of Education)

In the SER it is stated that the Master's programme in Basic Education is designed to qualify graduates as researchers and practitioners, who are able to apply theories and learning models professionally and independently based on science and technology. They shall be able to continue to higher education levels with national and international reputation in the field of Basic Education or other relevant fields of science. They said to be capable to develop themselves and their potential as professional educators and reference sources in the field of Basic Education as well as entrepreneurship and are skilled in problem-solving.

The curriculum of the study programme consists of 17 courses with a total of 42 credit hours for students with educational backgrounds, and of 23 courses with a total of 54 credit hours for students with a non-educational background. The courses are divided into two groups:

(1) Core Study Courses, which consist of (a) 15 compulsory courses with 39 credit hours like Psychology and Education; Educational Research Methodology; Application of Statistics; Early Grade Literacy; Science, Mathematics, Civic Education, Learning Innovation, Assessment, and Social Sciences in Basic Education; Indonesian Language and Literature, and

(b) elective courses with 3 credit hours: 21st Century Learning Foundation and Innovation, Global Perspectives and Educational Problems in Basic Education

For students with a non-educational background, Aanvullen Courses are offered: a maximum of 6 courses: Instructional Assessment and Evaluation; Instructional Strategy; Curriculum Review; Learning and Instruction; Educational insights; Student Development.

2) Basic Education (Doctor)

The main purpose of the Doctoral programme is defined as qualifying professional practitioners and researchers who are able to discover or develop, transform, and disseminate science, technology, and art in the field of basic education. Furthermore, graduates shall be critical, innovative, creative, communicative, and collaborative.

In particular, graduates shall be qualified to be able to develop theories/concepts/scientific ideas, innovation, policy, and management that have novelty values through inter-, multi- and transdisciplinary approaches and apply humanities values; to be able to communicate the results of studies and research effectively in oral and written form in scientific forums and/or journals to gain national and international recognition; to be able to solve problems through inter-, multi- and transdisciplinary research approaches for the benefit of mankind.

The curriculum consists of 15 courses with 48 credit hours for students with an educational background and 20 courses with a total of 60 credit hours for students with a non-educational background. The courses are divided into two groups:

(1) Core Study Courses, which consist of (a) 13 compulsory courses with 45 credit hours like Basic Education Perspective with based on Tri Hita Karana; Application of Statistics in Research; Advance Basic Education Research Methodology; Development of Science in Basic Education; Development of Indonesian Language and Literature; Development of Mathematics; Development of Social Science; Development of Civics Education; Curriculum Development; Policy Analysis and Strategy for Basic Education; Development of Learning Models and Assessment; Ethnopedagogy of Basic Education; Dissertation.

(b) elective courses with 3 credit hours: 21st century Basic Literacy; ICT-based Basic Education Learning Development.

For students with a non-educational background, 5 complementary Courses with 12 credit hours are offered: Development Psychology and Education; Assessment in Basic Education; Learning Innovation in Basic Education; School and Curriculum Review; Comparative Study of Basic Education.

Experts' evaluation of Basic Education (MA and PhD)

Overall, the profile of the Master's study programme seems well elaborated.

Regarding the interlinkage of the Master "Basic Education" with the other programmes in the cluster and beyond, a number of aspects are to be noted. The panel of experts did not receive sufficient answers for the questions about the quantitative inflow of students from internal or external Bachelor programmes. Likewise, it could not be answered how many Master graduates continue with the offered PhD programmes and UN-DISKHA. Accordingly, no information about the satisfaction with this situation could be given. In addition, the question of different teaching and assessment strategies, which correspond to level 7 of the European Qualifications Framework (EQF) has obviously not been included in the profiling of the programme yet. The EQF with respect to knowledge, attitude, and skill, should match the Master's level and should be distinguishable from the level of Bachelor's and PhD (EQF level 6 and 8). The expert group request that the aforementioned aspects be included in reshaping the profile of the programme (**Finding 10**).

A clear research profile of the departments and faculty should be developed to improve the international visibility of the institution and to attract foreign students (see Finding 8).

With respect to aims of the study programme, the experts conclude that it pursues specific and clearly defined professional qualification objectives. Overall, the intended learning outcomes (ILOs) reflect both academic and scientific as well as labour market requirements. Graduates of the Master's degree programme usually find employment in higher-level professional fields and work as consultants, entrepreneurs, or lecturers etc. For the development of the programme's curriculum, innovation and updates are inspired by regular meetings with labour market representatives. This procedure deserves positive emphasis in the view of the experts and should be retained.

The Master's programme has been developed and is currently implemented according to the national legal requirements. The panel of experts recommends strengthening the internationalisation of the programme by fostering the exchange of staff and students and by supporting the use of the English language. Furthermore, guest lecturers from the region and beyond should be invited (**Finding 11**).

The Master's study programme includes an examination system focused on the assessment of knowledge and competences acquired by students in the process of education. In the discussion round with the teaching staff and the panel it became apparent that all participants share the following attitude: The published references for performance assessment (score rubric criteria) do not correspond to the desirable pedagogical concept of a study programme for the qualification of pedagogical professionals. Against this background, an alignment of the forms of assessments and an adjustment of the documents is urgently suggested (**Finding 12**).

Regarding teaching staff, the qualifications correspond to the requirements of the study programme. The procedures for personnel recruitment and appointment on teaching positions are implemented according to specific regulations in a fair and transparent manner. The research areas of the academic staff are connected to the Faculty's research roadmap. Overall, a clearer research profile of the departments and faculty should be developed to improve the international visibility of the institution and to attract foreign students (see above). Those concerned stated in the discussion round that they have enough time for their own research despite a heavy teaching load. Still, the panel of experts requests that the workload of the teaching staff should be checked and if necessary revised to allocate more time for research (see Finding 6).

The interview of labour market representatives reflected an appropriate breadth of labour market fields for both programmes. In addition to schools and universities, national radio, a local hospital and a Search & Rescue Center offer internships and employment opportunities in the education sector for Ganesha University graduates. The forms of cooperation are diverse and, from the employer's point of view, consistently enriching.

According to the documents provided, the Doctoral programme in “Basic Education” is said to prepare professionals with different profiles: 1) researchers who have moral ethics, integrity, and the ability to solve current educational problems and strategic policies, 2) lecturers who have excellence moral ethics, integrity, exhibit expertise in the subjects they are teaching, and spend time continuing to gain new knowledge in their field, and 3) educational consultants who are emphatic and sociable, skilled in identifying problems and in brainstorming potential, comprehensive and integrative solutions, and who also possess excellent written and oral communication skills.

According to UNDIKSHA, the learning outcome of the doctoral programme is that graduates are expected to develop knowledge on basic education based on research using multidisciplinary, interdisciplinary, and transdisciplinary approaches. During the site visit, the experts learned that graduates of the doctoral degree programme usually find employment in higher-level professional fields and work as consultants, entrepreneurs, or lecturers etc.

The discussions of the experts with lecturers and students provided the impression that the high standards set out in the PhD programme are met successfully. The Doctoral programme is fully understandable in the context of the Indonesian system of higher education – rather designed as further education courses – most students have either worked before entering the programme or are working while studying. Students who want to advance their professional or academic careers take advantage of the programme as their respective undergraduate education has already qualified them for the teaching profession in Indonesia. As a rule, the students therefore already have, in some cases, very extensive experience, especially as teachers in schools. This explains the relatively high level of practical relevance, but also the topics of the research with a stronger focus on the implementation of theoretical approaches.

The panel of experts requests that the course descriptions must be revised in order to improve their competence orientation. Within this process of revision, the intended learning outcomes (ILOs) must be more focused on the core competencies, the exams must refer to the ILOs and the literature references must be updated (**Finding 7**).

In the context, projects and research work are carried out jointly by teachers and students. This can be attributed to the doctoral programme to a larger extent as even textbooks are created in the process. Community services also play an important role in this context as the research output is often in or for community projects.

Overall, the experts conclude that the relevance and amount of research in the doctoral programme is adequate and comparable to European standards. Students are closely monitored in their research. The curriculum of the PhD programme is appropriate and complies with the professional standards and criteria. The development and design is largely tied to Indonesian governmental guidelines. However, a certain scope for interpretation can be used by UNDIKSHA to make this PhD programme unique.

The desired multicultural and pluralistic orientation of the PhD programme is already obvious from the composition of the students, who come from different regions of the multicultural Indonesian archipelago. It is also expressly considered in teaching and research, as has been made clear by examples.

Conclusion for Master

The criterion is partially fulfilled.

Conclusion for PhD

The criterion is partially fulfilled.

1.5. Educational Sciences (Doctor)

With the Doctoral programme in Educational Sciences UNIDKSHA aims at qualifying (1) professional researchers who have moral ethics, integrity, and ability to solve current educational problems and strategic policies in the field of education (2) educators who have excellent moral ethics, integrity, and exhibit expertise in the subjects they are teaching and spend time continuing to gain new knowledge in their field (3) educational consultants who are empathetic and sociable, skilled in identifying problems and brainstorming potential, comprehensive and integrative solutions, and possess excellent written and oral communication skills.

Among the skills to be acquired are specific skills in entrepreneurship and leadership, the ability to create innovative plans of related studies in education instructions in tertiary education, to conduct effective teaching and learning and communication within and beyond classes. Furthermore, students should be capable to synthesize contextual knowledge, science, and technology needed to solve problems in the field of science and education through research and collaborative work as well as the ability to use the implementation of technology science and the implication of development to produce ideas, solutions, and results in their final project or dissertation.

The curriculum consists of 15 courses with 46 credit hours for students with an educational background and 20 courses with a total of 58 credit hours for students with a non-educational background. The courses are divided into two groups:

(1) Core Study Courses, which consist of:

(a) 10 compulsory courses with 37 credit hours like Philosophy of Science; Cultural and THK-based Humanistic Education; Advanced Statistics; Advanced Educational Research Technology; Educational Sociology and Education; Critical Issues and New Paradigm in Education; Curriculum Analysis; Analysis of Educational Program and Program Evaluation in Education; Innovation and Instruction Model and Evaluation Model; Dissertation.

(b) elective courses with 9 credit hours: Analysis of Instructional Planning and its Implementation; Critical Analysis of Issues in Instructional Technology; Material and Instructional Model Development; Critical Analysis of Education today; Systematical Analysis on Theories, Models, and Counselling Techniques; Analysis of Educational System in the Archipelago; Modern Test Theories; Developing Standardized Instrument for Testing; Educational Economics; Strategic Management in Education; Development of Science Technology; Instructional Evaluation Model Management; Innovative Instruction; Comparative Study in the Educational System in Asian and Western Countries; Advanced Research on Educational Evaluation; Management in Professional Development of Education Staff; Education Management Information System; Innovating Counselling Model Development; Management Educational Professional Development; Democracy, Human Rights and Multiculturalism.

For students with a non-educational background 5 Aanvullen Courses with 12 credit hours are offered: Education Psychology; Models of Instruction; Instructional Management; Instructional Evaluation.

Experts' evaluation

For the Doctoral programme "Educational Sciences", the panel of experts finds that the courses offered strongly match with the expected programme. Clearly among the major strengths of this programme offered by UNIDKSHA, as well as for all other programmes in this cluster, is the unique Tridharma observation in which

Education is aligned with a Research and Community agenda. The experts strongly support this approach and welcome its representation in the programme.

From the experts' point of view the programme is in line with and supportive of the vision, mission, and goals of the UNDIKSHA. The provided survey with a needs assessment conducted for the programme helped to show the career pathways for the students. Graduates of this programme will work in higher-level professional fields, for example as Science Educators, researchers, lecturers, or consultants. There appeared to be constructive alignment of the programme educational objectives, learning outcomes, learning strategies, and assessment via the course syllabuses that were carefully reviewed by the experts. During the interviews with teaching staff, this constructive alignment process was highlighted by some lectures when raised by the experts. The evidence such as the thesis, students' course evaluations, and assessment rubrics were provided and support this positive impression.

However, the panel of experts point out that the profile of the PhD programme "Educational Science" must be strengthened to be distinguishable from other universities and to support its internal development (see Finding 1). There is a need to ensure upskilling, and cross-curricular learning with the view of constant expansion of skill development and skill sets between these programmes.

The panel of experts requests that a review of the profile for this graduate programme must take place to create a clear distinction between Bachelor's, Master's and PhD levels (**Finding 13**). More focus must be given on the desired qualifications to be achieved as presented in the intended learning outcomes, including both subject-specific and interdisciplinary elements. This will give the graduate programme a broader context, target labour market needs, and updated course contents aligned with current developments.

The academic degree has been accredited on the national level according to the Indonesian Quality Assurance Standards for the doctoral level. From the experts' view, the study programme meets the European Qualifications Framework as the curricular structure supports the learning outcomes achievement and thus supports the learners' progression. The panel of experts believes that in the future the programme would benefit from hosting international students who attend the programme as full-time students or part-time with at least a year of residency period to enrich the programme intake. The internationalisation of the PhD programme should be strengthened by fostering the exchange of staff and students with other reputable educational institutions. Additional support should be given in the use of the English language in the programmes. Guest lecturers from the region and beyond should be invited (see Finding 11). From the experts' perspective, there is a need to expand the visiting professors' programme to encourage more faculty exchanges and presence in the campus to support the internationalization activities. This might impact teaching and learning experiences and will also allow increasing diversity beyond the current student body. The solid structure of the curriculum and its well-implemented operationalization create a solid basis for enhanced learner experiences through increased internationalization.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's/Master's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

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

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

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

[ESG 1.1, 1.7 & 1.9]

Doctoral degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

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

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

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

[ESG 1.1, 1.7 & 1.9]

Description

Several departments, committees and working groups are outlined by UNDIKSHA to carry out quality assurance at university, faculty and programme level. A Quality Control Cluster (GKM), operating at faculty and programme levels, has the following responsibilities: (1) Head of GKM, who coordinates the quality assurance system to create a sustainable quality culture, (2) Secretary of GKM assists GKM leaders to support the implementation of quality assurance in the faculty, (3) Data Exploration Division assists GKM leaders in providing data related to the accreditation in the faculty and creating an accreditation system to create an online-based system, (4) Document Development Division assists in the preparation and refinement of documents, (5) Monitoring and Evaluation Division assist in the implementation of monitoring and evaluation in the faculty, (6) Accreditation Division assists in accompanying the accreditation in the faculty.

At university level, a Quality Assurance Centre is assigned the responsibility of reporting the results to the university leader through a Management Review Meeting. A follow-up is said to be part of the procedure.

The quality assurance system is described by UNDIKSHA to follow national higher education standards and the Indonesian Qualifications Framework. The Higher Education Quality Assurance system follows the cycle Determination – Implementation – Evaluation – Control – Improvement both at university and study programme level. As key indicators, UNDIKSHA has set e.g. student's grade point average (GPA) in order to determine graduation predicate, study period, and length of finding a job. Student's feedback is collected in a questionnaire on academic services and learning processes.

Furthermore, UNIDKSHA has set 24 standards that consisted of eight education standards, eight research standards, and eight services standards which are said to be monitored.

Tracer studies, graduate user satisfaction surveys and suggestions from alumni are carried out / collected by the Technical Implementation Unit for Career Development and Student Entrepreneurship.

Experts' evaluation

For the panel of experts, it is noteworthy that the UNDIKSHA's study programmes have Level A Certification given by the National Accreditation Agency in Indonesia (BAN-PT). There is a national law that describes the criteria and indicators of the Internal Quality Assurance (IQA) system, and the university has implemented these criteria and indicators.

On the institutional level, the university has a list of criteria and indicators referring to the governmental criteria which includes additional criteria, e.g., international standards from AQAS. The internal QA instruments include the aspects of teaching, research, and community service. It is good to note that it is part of the QA system. The experts also observed that there is an internal audit where the faculty assesses itself based on the criteria and gives information to what extent it fulfils the university criteria in percentage form. A process of validation of findings from the institutional level exists. Once a year, an AMI report is written based on these audits. A system of follow-up on the outcomes are then summarized in a formal report.

On the departmental level, the IQA also includes teaching, research, and community service. In addition, a student survey is sent to the students once a year. This is specific to the departmental level. It is also noted that the QA units meet regularly, every 3 months. The faculty shares the results of the audit with the institutional level, and they supervise and validate at the faculty level. Various instruments to assess the quality of education exist but these seem static and are driven by governmental regulations. The panel of experts therefore suggests that the instruments include other criteria and indicators based on the requirements of the University, the faculty, departments, and specific needs of the stakeholders, and not just based on Government Regulations (**Finding 14**).

In terms of the QA input, it is important to include more definitive and localised input from academics, alumni, and facilities in various aspects of the IQA. The panel of experts suggests that within the internal QA system of the university, the faculty level should be strengthened so that the core responsibility of quality assurance lies at the level where the programmes are located (**Finding 15**). This will ensure that the specific needs of the faculty are taken into account.

Furthermore, a more stringent system of follow-up on the outcomes should take place at multiple levels of the IQA system (**Finding 16**). There could be a shorter summary of the outcome report which supports the management in its decisions ("management summary"). Other stakeholders should also be informed about the outcomes.

From the experts' perspective, communication and exchange should take place between all levels of the university. There is a need for a more stringent process of properly documenting the discussions and decisions that are taken up during the meetings. A more robust system of communications using the bottom-up approach involving the faculty and other stakeholders up to the central administration should be put in place to improve the current system (**Finding 17**).

In the experts' opinion these suggested enhancements will further ensure that the quality assurance system within UNDIKSHA will focus and be aligned with the university's policy and associated procedures for quality assurance.

Conclusion

The criterion is partially fulfilled.

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

Bachelor's/Master's degree

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

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

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

[ESG 1.3]

Doctoral degree

The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.

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

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

[ESG 1.3]

Description

Teaching and learning methods are supposed to vary in the programmes. In particular, UNIDKSHA describes the methods used as student centered learning to develop learner autonomy and independence and blended learning to combine online education and materials with traditional place-based classroom methods. The teaching methods are supposed to contain self-directed learning, small group discussions, discovery learning, simulation, project-based learning, case-based learning. Additionally, modules and video materials are provided for independent study. UNIDKSHA uses an online platform for the course management system.

The learning process for each course is planned and structured in the form of a semester lesson plan.

A combination of assessment techniques such as participation, assignments, written tests and oral tests are described in the SER. Examination dates are provided in the academic calendar, which is published annually.

Experts' evaluation

As the university management assumes that the quality of teaching also contributes to the quality of teacher education, it is part of the university's strategy to improve teaching and learning processes in the short and medium term. The experts find it positive that the lecturers are encouraged to undergo further training in this regard.

During the times when face-to-face teaching had to be limited due to the covid pandemic, academic teaching and learning took place synchronously and asynchronously, online and face-to-face. From the experts' perspective, UNDIKSHA found solutions for this situation that made it possible to maintain teaching operations in very good quality.

Different teaching methodologies and assessment tools are used by the lecturers in the programmes under review. Lectures, presentations, question and answer, and group discussions are the most common teaching methodologies used by the academic staff. However, the experts point out that it is not regulated how specific didactics or assessments should be carried out and how they are linked to the intended learning outcomes (ILOs). Overall, the assessment procedures do not seem validly designed to measure the achievement of the ILOs. From the experts' point of view, neither those responsible for the study programmes nor the teaching staff have internalised the written concept of the Intended Learning Outcomes to such an extent and anchored it in their professional actions that a satisfactory fulfilment of the self-imposed requirements is recognizable. The panel of experts was also unable to recognise a corresponding awareness among the students and doctoral candidates about the ILOs. UNDIKSHA and the study programmes should ensure that the teaching staff embodies the ILOs in their professional actions (**Finding 18**). This impression refers to both, the differentiation of the various learning goal dimensions (attitude, knowledge, skills general, skills specific), as well as to their translation into targeted didactic measures as well as assessment formats. While the experts understand that lecturers are first and foremost able to provide information for the academic level for which they are the responsible teaching staff (level 6, 7 or 8), the experts gained the impression that a more holistic view would be good for the fulfilment of the self-imposed demands regarding the support of students on their academic career path.

The tasks associated with teaching, learning, and assessment are performed in various ways by the study programmes, but for the most part they are varied and satisfactory or good. The relationships between the above-mentioned tasks seem to be insufficiently established. Insofar as the students' ability for further academic biographical stages as well as for their career on the labour market is centrally dependent on the interaction of both teaching, learning and assessment during their academic qualification, it is urgently recommended to focus the further development of the programmes in this respect.

The panel of experts points out that examples of student-centred teaching were reported and supported by means of many examples during the discussion rounds. From the experts' point of view, the self-set claim of this didactic principle, which is contemporary and serves a sustainable knowledge and competence acquisition in tertiary education, seems to be very well fulfilled.

Conclusion

The criterion is partially fulfilled.

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

Bachelor's/Master's degree

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

[ESG 1.4]

Doctoral degree

The institution is entitled to award a doctorate.

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

[ESG 1.4]

Description

Admission to the Bachelor's programmes is granted through three pathways, namely the recruitment of prospective new students through State University National Entrance Exam, via Joint Entrance Selection of State Universities and an Independent Entrance Selection of New Students. Except for the last pathway, the entrance selection is organized on a national level. Formal requirements to register in the Bachelor's programmes are senior high school/vocational high school/equivalent graduates, have adequate health, pay registration fees, photocopy of diploma.

The selection of new students in the Master's programme is coordinated by a New Student Admissions Committee. For the Master's programme, the academic requirement for admission is (1) graduates of an educational or non-educational Bachelor's programme that is equal or linear, (2) graduates of a Bachelor's programme that is not linear, but has obtained approval from Postgraduate Study Programme Coordinator and fulfil the requirements that set by Postgraduate Director with consideration of suggestions from Study Programme Coordinator; (3) GPA of Bachelor/Applied Bachelor minimum 2,75; (4) selection graduate that includes Academic Potential Test, study field test, or with portfolio assessment; (5) having TOEFL score with a minimum of 450.

The registration for the Doctoral programmes has the following requirements: (1) graduates of an educational or non-educational Master's programme that is equal or linear; (2) graduates of a Master's programme that is

not linear, but has obtained approval from Postgraduate Study Programme Coordinator and fulfil the requirements that set by Postgraduate Director with consideration of suggestions from Study Programme Coordinator; (3) GPA of Master's programme minimum 3,00; (4) pass the selection which includes the Academic Potential Test, study field test, or with portfolio assessment; (5) having TOEFL score with a minimum of 500.

Students have academic evaluation results signed by their academic advisors each semester to monitor their progression.

UNDIKSHA states that it collaborates with national and international universities in student mobility. As a national regulation, UNDIKSHA has implemented the "Freedom to Learn – Independent Campus" programme (MBKM) which allows students to spend time outside of university, such as in (1) exchange with other universities; (2) internship or job training in companies; (3) teaching assistance in education institutions; (4) research in research institutions; (5) humanity project; (6) entrepreneurship activities; (7) study or independent project; (8) build a village or thematic community service.

For learning activity results in different study programmes outside the university, recognition is conducted by an evaluation team.

The students of the Bachelor's and Master's programme receive a certificate, an academic transcript and a Diploma Supplement at the end of their studies. Doctoral graduates receive a Diploma document and a transcript of grades containing all compulsory courses completed with their respective scores.

Experts' evaluation

In regard to admission, the panel of experts concludes that the University provides a satisfactory overview of the necessary information regarding the student admission, progression, recognition and certification. The published regulations are in place and are accessible on the official website of the University. Also, the submitted documents by the university provide a clear and sufficient overview. The provided selection procedure, which is addressed to prospective students, follows defined terms and criteria. They are available and accessible to the students.

Based on the documents provided, the University's internal quality assurance system monitors the student's progression (Bachelor's, Master's, and Doctoral Programme) in terms of student's feedback (questionnaire) on academic services and learning processes. The students receive individual academic results each semester to monitor their progression.

The given procedures are sufficient in the experts' opinion, but the experts recommend checking the workload of students regularly and systematically within the internal Quality Assurance System of the Faculty (see Finding 5).

During the site visit, the panel of experts learned that the intended duration of study for the Master's programme is two years and for the PhD programme is 3-4 years. The university contributes the longer duration to finish the Master's, but specially the PhD programmes, mainly to the motivation of students and to the chosen research topic. Especially for the PhD programme Educational Science, only 30% of students graduate within the intended duration of study. PhD students who work while pursuing their degree need more time to finish. However, the overall graduation rate of the programmes seems low to the panel of experts. Accordingly, the panel of experts recommends that measures should be taken to improve the graduation rates in the Master and PhD programmes. Likewise, measures should be taken to ensure that Master and PhD students can finish the programme within the intended duration of the study programme (**Finding 19**).

Based on the documents provided, the panel of experts confirms that the students in all academic programmes receive the following documents after completion of their studies: certificate, an academic transcript, and a diploma supplement. The doctoral graduates receive a Diploma document and transcripts of grades containing

all compulsory courses. In the experts' opinion, the issued documents graduates receive after completion of their studies are appropriate.

Conclusion

The criterion is fulfilled.

5. Teaching staff / Academic level of supervisory staff

Bachelor's/Master's degree

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

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

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

[ESG 1.5]

Doctoral degree

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

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

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

[ESG 1.5]

Description

Staff at UNDIKSHA is employed as civil servants (Indonesian citizens who meet specific requirements and are appointed as permanent State Civil Apparatus Employees) or as non-civil servants (non-permanent employees whom the State Revenue and Expenditure Budget pays). UNDIKSHA has currently 451 civil servant lecturers and 60 non-civil servant lecturers.

The implementation of recruitment and selection is carried out at university level concerning the two positions, via the recruitment of civil servant lecturers (following national regulations) and the institute's local recruitment system for non-civil servant lecturers. According to information in the SER, the lecturer recruitment planning is initiated by an analysis of the needs of each study programme.

UNDIKSHA states that it offers its teaching staff opportunities for further development. An analysis of Work Targets and Assessment of Achievement of Employee Performance Goals is conducted at the end of each year.

In the Bachelor's programme "Educational Technology" there are 11 lecturers (10 civil, 1 non-civil servant). Among those are two professors, five assistant professors, and several teaching staff with a doctoral degree.

In the Bachelor's programme of "Primary Teacher Education" UNIDKSHA lists 41 lecturers (31 civil, 10 non-civil servant) who are involved in teaching. Among those are five professors/assistant professors, and several teaching staff with a doctoral degree.

On Master level, all teaching staff holds either a professor or assistant professor position. In total, 13 lecturers are assigned to the Master's programme in "Basic Education", all of them are civil servants. The Master programme lecturers must have academic qualifications of doctoral graduates relevant to the study programme and have qualifications equivalent to level 9 of KKNI.

In the Doctoral programme “Basic Education” there are 11 lecturers (all civil servants), in the Doctoral programme “Educational Sciences” 45 lecturers (all civil servants). All teaching staff holds either a professor or assistant professor position.

The Department aims to motivating and supporting lecturers to continue their studies from master to doctoral level, specially for the undergraduate programmes.

In addition, guest lecturers from the labour market and from universities in Indonesia and from abroad are said to be invited to teach in the Bachelor’s programmes.

Experts’ evaluation

The panel of experts has noted that UNDIKSHA has the appropriate number of lecturers and professors vis-à-vis the number of students in the programme. The teaching and support staff are qualified in terms of their educational background and their teaching experiences. There is a system of assessment based on the evaluation reports from the university and programme administrators including students. An analysis of Work Targets and Assessment of Achievement of Employee Performance Goals is conducted at the end of each year. Once more, it is worthwhile noting that there is strong evidence of good relationships and appreciation between teaching staff members and students. Furthermore, UNDIKSHA offers its teaching staff opportunities for further development.

The experts observed that workload of staff is heavy in terms of teaching, additional assignments, research, and community service. The panel of experts recommends that the workload distribution of the teaching staff be reviewed in terms of the amount of time needed to produce good research outputs (see Finding 6).

For all programmes, the departments should develop a clear research profile to support the learning outcomes and the visibility of the research themes of the departments (**Finding 8**). This is to ensure that the teaching staff’s educational background and experience is aligned with the research direction of the programme and the department. This is important to improve the international visibility of the institution and to attract foreign students.

From the experts’ perspective, there is a need for UNDIKSHA to provide a policy which addresses the different aspects of equality (gender, students with special needs etc.) (**Finding 20**). Based on the provided documents and discussion rounds during the site visit, the panel of experts took note that the teaching staff for all study programmes is predominantly male. Accordingly, the panel of experts took note that the gender ratio in the teaching staff should be more balanced to provide more access, opportunity, and variety of perspectives (**Finding 21**).

The internationalisation of the programmes should be strengthened by fostering the exchange of staff and by supporting the use of the English language. More guest lecturers from the region and beyond should be invited (see Finding 11).

Conclusion

The criterion is partially fulfilled.

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

Bachelor’s/Master’s degree

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

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

[ESG 1.6]

Doctoral degree

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

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

[ESG 1.6]

Description

The realization of academic and non-academic services includes library services, Information and Communication Technology (ICT) services, language services, scholarship services, guidance and counselling services, career and entrepreneurship development services, and health services, as described in the SER.

UNDIKSHA provides facilities such as libraries, laboratories, computer labs, sports fields, a health clinic, a temple, and counselling service for the entire academic community. In order to support students' learning process and achievements, the university also provides several facilities, such as offices, standardized classrooms, and laboratories under the management of faculties, the postgraduate programme and each study programme.

An orientation period is held at the beginning of studies. Every student is assigned an academic supervisor who shall provide guidance in academic and non-academic matters. In preparation of the thesis, Final Project Consultation is carried out at least once a week. The Student Creativity Programme consultation for students of the Bachelor's programmes are said to held every year.

Teaching material is supposed to be published online using the university's integrated system.

There are provisions from the University to determine the amount of student workload for one semester. Students who have GPA >3,00 could be Programmed credit hours taken 21-24 credit hours, 2.5<3.00 as much 18-20 credit hours, 2.0<.5 as much 15-17 credit hours, and GPA<2.00 total credit hours that could be taken 12-14 credit hours. The academic supervisor of each student evaluated the results of the student workload.

A Student Careers and Entrepreneurship Center organizes job application letter writing trainings, interview answer trainings, entrepreneurship trainings and a job fair.

UNDIKSHA provides opportunities for students to get scholarships.

Experts' evaluation

In the experts' opinion, the University provides an appropriate range of non-academic services such as guidance and counselling services, entrepreneur and career service, and health for all academic levels (Bachelor's, Master's, and Doctoral programmes).

Regarding the academic service there is an appropriate range of facilities such as libraries (online and onsite), counselling service for the academic community and an orientation period for new students at the beginning of studies. PhD Students receive guidance and support in terms of supervision, mentoring, and support with publication. During the site visit, the University Leadership and the Educational Faculty Management stated that the institution secures finances for learning resources and student support. This includes a range of orientations, extra-curricular events, and activities for students to further develop and expand their competencies. The Campus tour of the institutional library, various buildings, laboratories, centres, and classrooms demonstrated that these facilities meet the professional standards, cover sufficient space, are adequately equipped and run by qualified staff who make these available to students for campus work and online studies. Thus, Bachelor, Master and Doctoral candidates have access not only to the conventional and e-resources but also

to the theses/dissertations to date for their research work. The experts confirm that the adequacy and sufficiency of learning resources (books, textbooks and journals, online learning materials) is taken seriously. Nonetheless, the panel of experts recommends that the library access to English language databases should be improved (**Finding 22**).

In the experts' opinion, the university's Student Careers and Entrepreneurship Centre provides a very helpful service for the students (e.g., job application letter writing trainings, interview training, and a job fair). Also, the orientation period for newly enrolled students where they receive guidance in academic and non-academic matters is a very positive highlight. UNDIKSHA also helps students to find a place for an internship.

The panel of experts recommends strongly to develop a policy which addresses the different aspects of equality (gender, students with special needs) in the student body and teaching staff (see Finding 20).

Also, regarding scholarships, the experts strongly recommend finding more and different sources for students to apply for a scholarship. While the university's documents state that the scholarship opportunities are provided, the students and graduates articulated in the discussion round, that these opportunities are not enough and only a few are being offered. The financial aspect for students should be a big concern to help students to successfully accomplish their intended studies. UNDIKSHA should explore more options to offer financial support or scholarship opportunities to students (**Finding 23**).

Learning resources and student support provided to the students enrolled in the postgraduate programmes under accreditation include a range of the institutional instructional as well as extra-curricular resources, activities, and services. The teaching-learning resources, specifically the course descriptions (actually synopses), semester lesson plans (module descriptions), curricula documents and academic guides are made available to candidates in published form by their respective programmes. The module related documents comprise statements of intended learning outcomes, local credits and description of teaching-learning and assessment methods. In the SER, the financial resources are made transparent, which are obviously sufficient, especially since they depend not least on the tuition fees of the students. The experts observed that the lesson plans / course descriptions provided were not translated into English consistently. The current lesson plans should be reviewed and improved especially in terms of the recency of the reference materials and translated into English specifically for the higher-level courses taught (see Finding 7). The provision of lesson plans in English language is vital to support students and to attract international students and (guest) lecturers.

With respect to issues of admission and feasibility, the experts emphasize that the students are provided with the social support necessary for the organization of the learning process. The students confirmed that the tuition fees are reasonable, while it is wished that they could certainly be lower. The experts have learned that there is no experience with students with disabilities and/or chronic illnesses, so that questions of compensation regarding the requirements of the study process have not yet arisen. The expert group suggests working out a procedure for this, which in the best case can increase the attractiveness of studies for prospective students with disabilities via publication (inclusion) (see Finding 20). This can also include the promotion of equal opportunities for students with special circumstances.

In their interviews, the professors and the postgraduate students reiterated that institutional procedures are in place, from commencement of the coursework towards completion of Master Thesis/Doctoral Dissertation research; these ensure provision of constructive guidance and support for students to meet the graduation requirements. The practical phases are reportedly part of the regular instruction. According to the postgraduate candidates, advisory services are regularly provided, and teaching staff are helpful and constructive during consultation hours.

In addition to the postgraduate coursework, rigorous and comprehensive procedures related to Master Thesis/Doctoral Dissertation research, commencing with a research topic verification and concluding with

publication and defence of articles based on research in SCOPUS indexed journals, provide students with an environment conducive to research interest and activities in their current as well as prospective study/work contexts. Thus, the procedures in place for the postgraduate candidates to conduct their Thesis/Dissertation related research enable them to apply the acquired knowledge and skills to their research work under the umbrella of the Institutional Research Master Plan. Also, the university supports graduate candidates' attendance and participation in various national and international seminars and conferences so that they can share their research endeavours with academic and professional communities.

Clear regulations for studies support the students during their studies. The mandatory requirement of making study cards every semester helps students to orient themselves in their studies. There is sufficient information in the curricula about measures to support the students in the different courses, but less about how the learners can be supported beyond that (tutorials, etc.). It should be emphasized that there are clear rules for the fulfilment of the necessary studies and especially the intensive support by the teaching staff. The discussions with the students showed that there was great satisfaction with the courses and the opportunities offered by the university in all areas (premises, study materials, but also leisure and recreation opportunities).

Overall, the university's self-evaluation report already shows that adequate importance is attached to meeting the requirements of the labour market through appropriate connections and cooperation. Graduates of the study programmes usually find employment in their respective field of study. In order to enable students to gain practical experience within these professional fields, a variety of connections and forms of cooperation with other universities and the labour market are used, such as student exchange, joint teaching, in particular internships and school practice, implementation of independent campus teaching and learning programs, as well as, for example, teacher training. Overall, students can get to know both national and international schools, feel supported by the university during their practical phase and well advised when problems arise. Employers encourage the university to continue to support its students in their independence and with regard to the development of leadership qualities.

Conclusion

The criterion is fulfilled.

7. Information / Public information

Bachelor's/Master's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Doctoral degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

On the website of UNDIKSA, the public and stakeholders shall have access information about the profile of the study programmes, the curriculum structure, descriptions of courses, operational standards of learning procedures and assessment, and graduate degrees. In addition, UNDIKSA provides information via social media, such as Instagram, Twitter, Facebook, and YouTube.

Experts' evaluation

Upon review, the panel of experts confirms that the homepage of the Universitas Pendidikan Ganesha offers a large part of basic information about the university programs mentioned. Overall, the experts found that the programmes' websites provide general information on the study programmes. However, it should be ensured that all programmes provide the same and complete information, e.g. by developing a concept with a cohesive structure and guidelines which core information for each programme should be provided (**Finding 24**). Details on this overarching finding will be provided below.

The experts took note that the university's homepage promises to be offered in three languages (Indonesian, English, Mandarin) via a selection button. However, the translation of some pages that provide information on the study programmes into English does not work. Likewise, selecting Mandarin as language generates an error message and does not work. The panel of experts therefore points out that a consistently functioning translation into English (and subsequently into Mandarin) for the webpages of all study programmes is desirable for further internationalization of the programmes (**Finding 24a**).

The Faculty of Education's webpage provides information on the vision and mission as well as the different study programmes in simple terms. The mission and objectives, as well as the profile of graduates, and thus possible fields of employment, is provided in general terms for each of the study programmes. In regard to the findings stated in this report above, it should be kept in mind to update the provided information accordingly.

In general, the panel of experts points out that some links on the websites for all programmes do not work, especially for the programme "Primary Teacher Education" (Bachelor). The university should implement a process to ensure that provided links work properly (**Finding 24b**). Some of the programmes' websites also provide various links and an overview of the collection documents that have been submitted for the accreditation process, sorted according to the accreditation criteria. The experts wish to point out that this sorting may be rather confusing for users who are not familiar with the accreditation process. The clarity of the menu navigation and the information stored should be improved overall for the student user.

The study programmes should ensure that course descriptions and schedules are available online and up-to-date (**Finding 24c**).

Further details for each study programme's website on the above-stated findings are provided in the following:

For the webpage of the study programme "Educational Technology", the experts would like to make the following remarks in more detail. The webpage provides additional information on the programme, such as "Latest News" and work samples from students (e.g. videos). Some information, e.g. the "Lecture Schedule" is only offered in Indonesian (see Finding 24a). The experts found that timetables from 2018/19 to 2020/21, as well as the current curriculum, are available for download in a tabular form. Some more detailed information, e.g. the course list, is only accessible to visitors with an access password. In addition, the homepage of this study programme also offers information on an "Entrepreneurial Student Programme" as well as information on "International Programmes" and for international students. Unfortunately, the link to "Scholarships" does not work (see Finding 24b).

For the study programme "Primary Teacher Education", the experts wish to point out that some links do not work properly (see Finding 24a, b and c). For this programme, the overall menu which promises more detailed information, e.g. about the profile urgently needs to be improved technically or in terms of content, as it mostly leads to empty pages. A curriculum or course catalogue is not available here. Most of the information provided was not available in English..

For the programme “Basic Education” (Master), the webpages provide general information on the programme’s mission, objectives, learning outcomes, courses, and curriculum. Some of these details, e.g. the curriculum should also be provided in English (see. Finding 24a).

The webpages of the Doctoral Programme “Basic Education” also provide general information on the programme’s mission, objectives, learning outcomes, courses, and curriculum. The experts welcome that an overview of the lecturers for this programme is provided. While the top menu bar does not contain any sub-items, the overall menu leads to the corresponding information, nonetheless. As a suggestion, the clarity of the menu navigation and the information stored could be improved overall for the student user (see Finding 24b).

For the website of the Doctoral Programme “Educational Science”, the overall menu and the information correspond to the overview provided for the Master’s “Basic Education”. The experts welcome that this webpage provides the curriculum vitae (CV) of the lecturers.

Conclusion

The criterion is partially fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “**Educational Technology**” (**Bachelor of Education**) offered by Ganesha University with conditions.

The panel of experts recommends accrediting the study programme “**Primary Teacher Education**” (**Bachelor of Education**) offered by Ganesha University with conditions.

The panel of experts recommends accrediting the study programme “**Basic Education**” (**Master of Education**) offered by Ganesha University with conditions.

The panel of experts recommends accrediting the study programme “**Basic Education**” (**Doctor**) offered by Ganesha University with conditions.

The panel of experts recommends accrediting the study programme “**Educational Sciences**” (**Doctor**) offered by Ganesha University with conditions.

The panel of experts commended Ganesha University for its profound experience in the area of teachers’ education and its dedication to all topics related to teaching and learning. The panel met highly motivated teaching staff and students at Ganesha University. The expert panel also perceived a high level of motivation on the part of academic staff with regard to the further development of their study programmes, which can be considered a key variable for agile, viable organizational development in times of dynamic political, economic, societal, cultural and social change processes on a national and/or international level. The experts also appreciate that there is a well-established and smoothly working cooperation with different areas of the labour market which allows the students to apply their competencies in practice.

Findings:

1. To create a clearer graduate profile, the Bachelor’s programme “Educational Technology” must review the curriculum and revise the courses.
2. The cross-learning between the “Basic Education” and “Educational Technology” Bachelor programmes should be improved to provide a broader perspective for students.
3. The university should support and address the profile of the programmes by considering the current multiple structure under a single department with sub-departments.
4. For the Bachelor’s programme “Educational Technology”, the range of subjects and interests in the current programme are too broad and must be more focused. Electives must be used more strategically to support the programme’s profile.
5. A process should be instituted to review and evaluate student’s workload continuously to ensure that there is balance in terms of the time required to finish the course requirements. The workload should be checked regularly and systematically within the internal Quality Assurance System of the Faculty.
6. The workload of the teaching staff must be assessed, especially regarding the amount of time needed to produce good research output or to finish a PhD while teaching.
7. The course descriptions must be revised in the following terms:
 - a. a stronger competence orientation in the formulation of the intended learning outcomes (ILO).
 - b. focus on the core competencies to be achieved.

- c. forms of assessment must be stated and they should correspond to the ILOs.
 - d. review and constant update of the literature used in the study programme.
8. The departments should develop a clear research profile to support the learning outcomes and the international visibility of the research themes of the departments and to support the attraction of foreign students.
9. "Primary Teacher Education" (Bachelor) should include topics such as learning difficulties, working with pupils with special needs as well as the subject area of "educational psychology" in the courses and describe them transparently in the documents.
10. For the Master Programme "Basic Education", the profile should be reshaped. Data on applicants, students and graduates should be provided and evaluated. Moreover, the different teaching and assessment strategies, which correspond to level 7 of the European Qualifications Framework (EQF) should be described and how the competencies of the students on Master's level are distinguishable from the level of Bachelor's and PhD (EQF level 6 and 8).
11. The internationalisation of the programmes should be strengthened by fostering the following areas:
 - a. the exchange of staff, including guest lecturers from the region and beyond
 - b. the exchange of students
 - c. the use of English language
12. In the Master's "Basic Education" the published references for performance assessment (score rubric criteria) do not correspond to the desirable pedagogical concept of the study programme for the qualification of pedagogical professionals. Against this background, an alignment of the forms of assessments and an adjustment of the documents should take place.
13. For the PhD programme "Educational Science", the profile must be strengthened to be distinguishable from other universities and to support its internal development.
14. The instruments for assessing the quality of education should be expanded beyond national regulations to include other criteria and indicators based on the requirements of the University, the faculty, departments, and specific needs of the stakeholders.
15. Within the internal QA system of the university, the faculty level should be strengthened so that the core responsibility of quality assurance lies at the level where the programmes are located.
16. A more stringent system of follow-up on the outcomes should take place at multiple levels of the Internal Quality Assurance system. A short version of the outcome should be provided as a "management summary" for internal decision makers.
17. Communication and exchange should be enhanced between all levels of the university. For reasons of internal management there is a need for a more stringent process of properly documenting the discussions and decisions that are taken up during the meetings.
18. UNDIKSHA and the departments should ensure that the teaching staff embodies the ILOs in their professional actions.
19. Measures should be taken to improve the graduation rates in the Master and PhD programmes, especially for the PhD programme "Educational Science". Likewise, measures should be taken to ensure that Master and PhD students can finish the programme within the intended duration of the study programme.

20. UNDIKSHA should develop a policy which addresses the different aspects of equality (gender, students with special needs) in the student body and teaching staff.
21. The university should develop a strategy to reach a more balanced gender ratio in the teaching staff.
22. The library access to English language databases should be improved.
23. UNDIKSHA should explore more options to offer financial support or scholarship opportunities to students to help them to successfully accomplish their studies.
24. The university should develop and implement a concept with a cohesive structure and guidelines which core information for each programme should be provided in the study programmes' websites, with special attention paid to
 - a. a consistently functioning translation of core information into English
 - b. ensuring that a process is implemented to check that provided links and the navigation system work properly.
 - c. the provision of up-to-date course descriptions and schedules.