



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## EXPERTS' REPORT

UNIVERSITAS NEGERI SURABAYA

### **CLUSTER SPORTS**

PHYSICAL EDUCATION, HEALTH AND RECREATION

(BACHELOR OF EDUCATION)

SPORT COACHING EDUCATION (BACHELOR OF EDUCATION)

SPORT SCIENCE (BACHELOR OF SPORTS)

May 2022



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

- PHYSICAL EDUCATION, HEALTH AND RECREATION (BACHELOR OF EDUCATION)
- SPORT COACHING EDUCATION (BACHELOR OF EDUCATION)
- SPORT SCIENCE (BACHELOR OF SPORTS)

### OFFERED BY UNIVERSITAS NEGERI SURABAYA, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 13<sup>th</sup> meeting on 16 May 2022, the AQAS Standing Commission decides:

1. The study programmes “**Physical Education, Health and Recreation**” (Bachelor of Education), “**Sport Coaching Education**” (Bachelor of Education) and “**Sport Science**” (Bachelor of Sports) offered by **Universitas Negeri Surabaya**, Indonesia are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is 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 adjustment can be implemented within a time period of twelve months.

2. The condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **31 May 2023**.
3. The accreditation is given for the period of six years and is valid until **30 September 2028**.

Condition:

#### For all programmes

1. The Faculty of Sports Science has to describe a process which defines how the core results of the quality assurance system are communicated to internal and external stakeholders.

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

#### For all programmes

1. The internationalisation of the programmes should be enhanced, e.g. by offering more support in improving English skills of students and lecturers and by offering scholarships to lecturers for carrying out further qualifications abroad, especially doctoral programmes.
2. The university should strengthen students’ competences in research in all programmes by applying a greater variety of research methodologies in a larger number of courses and by offering greater access to current scientific literature.

3. Unesa should transparently document developments in the study programmes based on the QA procedures and results.
4. The university should ensure that facilities will keep up with future developments in the academic field and consider developing a roadmap of what facilities will be needed for competitive, specialised research.
5. The website of the programmes could be improved to become more user-friendly. Furthermore, it should be ensured that all information on the website is also provided in English.

For “Physical Education, Health and Recreation”

6. The university should tailor the educational courses more prominently to the specific needs of students of different age groups.
7. The university should review the question of the nature of competitive sports as a basis for the programme.

For “Sport Coaching Education”

8. The programme learning outcomes should be focused to address more subject specific knowledge and skills.
9. The internship should be linked more closely to the curriculum, e.g. by expanding the time period of the internship and by making the report more elaborate.
10. The learning outcomes of the courses should be described more clearly, e.g. by using the full taxonomy of Bloom.

For “Sport Science”

11. The alignment of the programme learning outcomes and the curriculum should be improved with regard to the specializations.
12. The experts recommend focusing the programme clearly on a few, distinct specialisations which are relevant to developments in the labour market.

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

**EXPERTS' REPORT****ON THE BACHELOR DEGREE PROGRAMMES**

- **PHYSICAL EDUCATION, HEALTH AND RECREATION (BACHELOR OF EDUCATION)**
- **SPORT COACHING EDUCATION (BACHELOR OF EDUCATION)**
- **SPORT SCIENCE (BACHELOR OF SPORTS)**

**OFFERED BY UNIVERSITAS NEGERI SURABAYA, INDONESIA**

Visit to the university: 21 – 28 January 2022

**Panel of Experts:**

<b>Prof. Dr. Hans Brandl-Bredenbeck</b>	Universität Augsburg, Faculty of Philosophy and Social Sciences
<b>Prof. Dr. Lars Donath</b>	Deutsche Sporthochschule Köln, Institute of Exercise Training and Sport Informatics
<b>Dr. Novita Intan Arovah, MPH, PhD</b>	Universitas Negeri Yogyakarta, Sports Science Faculty
<b>Benjamin Schunk</b>	Bayer 04 Leverkusen Fussball GmbH, Leverkusen (labour market representative)
<b>Sabine Steidel</b>	Student of University Münster (student representative)

**Coordinator:**

Dr. Dorothee Groeger, Corinna Herrmann      AQAS, Cologne, Germany

## Preamble

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

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

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in higher education institutions. The activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor to a certain type of higher education institution.

## I. Accreditation procedure

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This report results from the external review of the Bachelor degree programmes in “Physical Education, Health and Recreation” (Bachelor of Education), “Sport Coaching Education” (Bachelor of Education) and “Sport Science” (Bachelor of Sports) offered by Universitas Negeri Surabaya, Indonesia.

### 1. Criteria

The programme is assessed against a set of criteria for programme accreditation developed by AQAS. 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 the programme since not all indicators necessarily can be applied to a programme.

### 2. Approach and methodology

#### *The initialisation*

The university mandated AQAS to perform the accreditation procedure in October 2020.

The university produced a Self-Evaluation Report (SER). In July 2021, the institution handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs).
- CVs of the teaching staff
- Information on student services
- Core information on the main library

- Undergraduate/graduate academic regulations

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in September 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 31 August 2021.

#### *The nomination of the panel of expert*

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in November 2021 the before mentioned expert panel. 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.

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

#### *The site visit*

After a review of the Self Evaluation Report, a virtual site visit to the University took place from 21 – 28 January 2022. The experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions 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.

#### *The report writing*

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

#### *The decision*

The report, together with the comments of the faculty, forms the basis for the AQAS Standing Commission to make a decision regarding the accreditation of the programme. Based on these two documents, on 16 May 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In June 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

## II. General information on the university

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Universitas Negeri Surabaya (Unesa) is a state university located in Surabaya, East Java. The higher education institution was founded in 1964 as an institute of teacher training and education and has since been further expanded and developed into its current status as a state university. Unesa offers a wide range of Bachelor's, Master's and doctoral programmes for both teacher education and other professional and academic fields. In total, the university offers programmes for currently ca. 26,000 students (July 2021).

In particular, Unesa offers 63 undergraduate programmes, 19 vocational programmes, 16 graduate programmes and seven doctoral programmes affiliated with its seven faculties: Faculty of Education, Faculty of Language and Arts, Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences and Law, Faculty of Engineering, Faculty of Sports Science and Faculty of Economics and Business. The overall number of teaching staff is 1,014, so the teacher-student ratio amounts to 1:26.

The university defines its vision to be excellent in education and strong in science. In its development, Unesa strives to combine top-down guidance with bottom-up innovations; a Strategic Plan 2020-2024 and a Development Master Plan have been implemented. In particular, Unesa aims at developing education science, teacher science, and preparing educators and professional education personnel, developing, implementing and disseminating non-educational science, developing Unesa as a centre of education and a scientific centre based on the values of national culture as well as developing and disseminating science, technology, art, and / or sports to educate the nation while upholding human values through a "tri dharma" approach (i.e. education, research, and community service).

The programmes to be accredited are affiliated with the Faculty of Sports Science which offers the 3 programmes in total. The faculty has 102 lecturers/teaching staff and ca. 2,100 students. The faculty is headed by a dean and 3 deputy deans.

## III. Assessment of the study programmes

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### 1. Quality of the Curriculum

*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]

### General

#### **Description**

All programmes are defined along programme education outcomes (PEO) which are translated into programme learning outcomes (PLO). The PLOs are classified into the categories attitude, knowledge, special skills and general skills.

For the design of the curriculum, Unesa uses a local credit system, i.e. credit units called SKS. One SKS credit is equivalent to 50 minutes of face-to-face learning per week per semester, 60 minutes of structured



assignment activities per week per semester, and 60 minutes of independent activities per week per semester. Based on a Rector Decree, one SKS credit is equivalent to 1.59 ECTS credit.

## **Physical Education, Health and Recreation**

### **Description**

The programme education outcomes of the Bachelor's programme are defined by Unesa as mastering and applying knowledge and skills in the field of physical education on an ongoing basis to solve problems encountered in professional tasks in a multidisciplinary and creative manner, designing and implementing sustainable scientific implementation in the field of general physical education, and adaptive or inclusive physical education, utilising sustainable, creative, and innovative information and communication technology in learning and problem solving related to physical education and becoming a lifelong learner through the development of innovation in the field of physical education who is creative and responsible by prioritising professional ethics.

In particular, the programme education outcomes are translated into 11 learning outcomes, among those are the skills and abilities to demonstrate theoretical and practical knowledge in the field of physical education through identification of physical education concepts, to apply problem-solving methods in the field of physical education through classroom action research, to use appropriate ICT to obtain alternative solutions to problems in the scope of physical education using various approach models and to design research independently or in groups to provide alternative solutions to problems in the field of physical education.

Results of the tracer study show that most graduates work as teachers, trainers, and physical education practitioners (massage, personal trainers, and entrepreneurs).

The curriculum consists of 134 SKS of compulsory courses and 10 SKS of electives. The courses are grouped into the following clusters: National Mandatory Courses (such as "Pancasila" and "Citizenship Education"), Institutional Development Character Courses (e.g. "English", "Basic Social and Cultural Science"), Education Basic Skills Courses (among those "Educational Psychology", "School's Physical Education Curriculum Study", "Physical Education Learning Innovation Theory" and "Physical Education Research Methodology"), Sport Skills and Related Courses (such as "The General Knowledge of Sport", "Anatomy", "Teaching Learning of Athletic" and "Sports Biomechanics"), Social Life Courses which cover a community service internship and a school internship (in the 8<sup>th</sup> semester) and Professional Skills Courses such as the thesis in the 7<sup>th</sup> semester. Elective courses cover different kinds of sport.

### **Experts' Evaluation**

The "Physical Education, Health and Recreation" curriculum reflects core standards of Physical Education Teacher Education programmes in an international comparative perspective.

The PEOs and PLOs and their respective clustering in the above-mentioned categories follow common sense strategies in how to prepare young people for a successful professional future in the field. The PEOs and PLOs are designed to improve the individual learner's subject-specific as well as interdisciplinary competences. The representatives from the labour market whom the experts have met confirmed that Unesa graduates are well prepared for the different working fields. The curriculum contains compulsory and elective components. However, the percentage of elective classes seems to be quite small. For orientation, a lesson plan guiding students through their studies is available.

Looking at the specific school setting on the one hand and the goal to empower young people (pupils) to be active in health-related areas, it is important to be aware of the fact that – worldwide – schools are the only setting where all children and adolescents can be reached and where they can be taught how to organise themselves and integrate physical activity in everyday life. Therefore, an additional future strategy for Unesa

could be, as relevant for all Physical Education programmes, to include appropriate contents into the curriculum how physical activity can be increased for young people as well as how it can be maintained on a high level throughout adulthood. Additionally, concepts of how contents and strategies of combining learning and moving (e.g. also in the classroom setting) could be included into the programme.

The academic degree awarded corresponds to the learning outcomes and to the respective level of the Indonesian and the European Qualifications Frameworks.

On a general level – and this is applicable for all the other programmes as well – the development of internationalisation and research orientation should be strengthened. The experts appreciate the efforts already undertaken by Unesa and support the university in continuously addressing these issues. This means (a) that language proficiency (English) within the student population should be enhanced significantly (Finding 1) and (b) the use of research methods should be more strongly focused on in order to enhance students' competences in reading international studies and carrying out evidence-based action and reflection (Finding 2).

With regard to teaching and assessment methods, the students are confronted with a reasonable variety of didactical arrangements and examination procedures (see Chapter 3).

The “Physical Education, Health and Recreation” programme is designed to ensure that students acquire competences to teach and work in different fields of the labour market. However, the core setting in which Unesa graduates are employed in is the school. With regard to the documents and the curriculum presented and discussed during the virtual site visit, the different PEOs and PLOs as well as age group specific contents (e.g. primary school children, secondary school adolescents) have not become absolutely clear. Therefore, Unesa should ensure that course contents are conveyed in a matter that is tailored more prominently to the specific ages and stages of pupils that will be taught (Finding 3).

With regard to the quality assurance process within this programme, a solid and robust procedure is in place. However, the panel of experts recommends documenting the changes and advancements made in the programme in a more systematic and transparent manner in order to show the improvements in the programme quality over time (Finding 4, see Chapter 2).

Unesa leadership, faculty leadership and teaching staff emphasised on several occasions that Unesa's facilities still have to be updated and improved to mirror international standards for competitive sports. The panel of experts, however, recommends reflecting on the nature of competitive sports as a basis for this “Physical Education, Health and Recreation” programme. Especially in the school setting, but also in health-related settings as well as in the recreational sector the educational goals of sport should be more comprehensive and broader, and not limited to increase competitiveness (Finding 5). A more comprehensive understanding of sport, play and game seems to be a beneficial frame for educational purposes.

## **Conclusion**

The criterion is fulfilled.

## **Sport Coaching Education**

### **Description**

As the profile of its graduates Unesa outlines professional sports and fitness coaches and educators who have excelled in sports coaching science and sports field analysis as well as sports professionals. The programme education outcomes in particular are graduates who have sports science competences, including exercise physiology, biomechanics, sports psychology, strength and conditioning, sports nutrition, and athlete performance analysis, who master a set of pedagogical knowledge and abilities consisting of human movement,

health and physical activity, holistic awareness of healthy living culture, interpretative and analytical thinking, and organisational leadership skills, who master the analysis of athletes' physical, technical, and mental abilities in accordance with sports that are mastered in theory, practice, and application and who can explore the basics of leadership and management, and their application in sports under the influence of social, cultural and economic forces.

Graduates receive training in the mastering of concepts, theories, and practices in the field of sports coaching education, which include pedagogy, sports, health, and activities outside the classroom. Furthermore, abilities to be acquired include the analysis (in oral and written form) of the development and improvement of sports achievements supported by sports coaching science and technology. According to the university, graduates will be able to develop sports training programmes according to the sports they are engaged in and to explore the principles and basics of leadership and management and how they are applied in sports under the influence of social, cultural and economic forces.

The curriculum contains compulsory courses (142 SKS) and electives (2 SKS). The courses are classified into Scientific and Skills Courses, Skills Expertise Courses, Community Life Courses, Basic Expertise Courses, General Course and Core Personality Development Courses. The programme contains an internship which covers 8 weeks and has 4 SKS.

Results of the tracer study show that graduates become government employees (e.g. teachers and employees of the Indonesian National Sports Committee and the Youth and Sports Office), sports coaches, and several founded sports clubs.

### **Experts' Evaluation**

Overall, the presented "Sport Coaching Education" programme with its structure in modules and courses is well elaborated and transparently presented. The amount and distribution of PLOs and PEOs seems justified and rational. The programme pursues a vision entitled "Superior Sports Coaching Science and Technology (IPTEK) Development in Southeast Asia in 2035". This mission relies on "science and technology", "sport-related research", "regional training service", "national and international collaboration" and "stakeholder development". These aims are aligned with the mission and vision, but they would benefit from a clearer operationalisation, providing measurable indicators in order to be able to evaluate whether this mission is achieved.

The intended qualifications to be achieved during the programme are presented as learning outcomes on skill and knowledge level. They are also interdisciplinary in nature. The academic degree awarded corresponds to the learning outcomes and to the respective level of the Indonesian and the European Qualifications Frameworks.

The intended graduate profiles are sport coaches in health, fitness and elite sports. The tracer studies indicate that the majority of the graduates become coaches and teachers, respectively. The knowledge driven programme learning outcomes are diverse and properly selected for a sport coaching curriculum. These PLOs address a variety of different key subjects (e.g., biomechanics, nutrition, management) in the field of sport sciences. The experts recommend that all PLOs should be more subject specific in terms of unique requirements related to sports coaching (Finding 6). They are currently rather generally set and should be more distinguishable between Sport Coaching Education and other Sports related programmes. In doing so the university should ensure that the indicated difference between knowledge and skills is clearly described. Competences that are crucial in the field of coaching should be indicated and be measurable. These measures should be elaborated and evaluated through the course of the different periods of the programme.

The programme offers a choice among 46 kinds of sports in which students can specialise in. This is a remarkable variety which Unesa seems to be able to provide to its students (see Chapter 5). Currently, students can

choose one specialisation. Unesa could consider making two specialisations possible as this might be valuable for the career of students.

The curriculum conveys numerous hands-on skills. These skills are related to e.g. management and referee, and they can be implemented in an internship. These are unique selling points in comparison to other programmes. However, the content and the addressed skills acquired during the internship should be linked more closely to the curriculum (Finding 7). The university should make sure that an internship ends with a solid report on skills and experiences that is linked to more than 4 SKS in the curriculum. The current requirements for the report are defined in the “Academic Handbook”. The experts think that expectations on the report should be more elaborate, and a duration of 8 weeks appears a bit short for deep insights and deliberate practise during the internship. It would be valuable for the students if Unesa prepares a (long and growing) list of internship opportunities. Successful internships have a large impact on job selection and graduates’ success.

Overall, the intended learning outcomes are outlined according to current developments in the academic/scientific field and labour market, and they adequately represent the required qualifications needed in the field of sports coaching. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated (e.g. by a final thesis). The learning outcome of the individual subjects should, however, be more specified and measurable as the results in learning are currently too generally outlined (e.g., improve athletes’ performance to the fullest, Finding 8). A great achievement is the learning audit. The audit addresses a variety of important class information. However, it would be beneficial if the dichotomous structure of the form might be replaced by a Likert scale.

The curriculum with all modules and courses is well documented. There are only few higher levels of Bloom’s taxonomy addressed in the description. This should be improved by outlining where students need to develop, transfer and create certain skills, methods and expertise (Finding 8). It can be positively mentioned that the order of the elements of the curriculum is thoroughly presented and facilitates the learning progression. By providing more precise course descriptions, it should be clearly specified how advanced courses rely on previous basic courses to guarantee a cumulative character of the curriculum. The curriculum would also benefit by indicating specifically the overarching similarities of different practical sport courses and specificities that are inherent to a particular sport. For example, what has Volleyball in common with Futsal and what makes the evidence-based or -motivated difference.

A key issue within the entire programme refers to evidence-based practise. One critical point within coaching science and practise is that experience and small single subject cases have a huge impact on decision making for a coach. The need to identify well designed studies and information relevant for an athlete in a certain situation and environment should be a key component of any Sports programme. The presented curriculum seems to mainly provide hand-on practise with minor evidence-based skills and competences. These competences should be trained more thoroughly and depicted transparently in the majority of the course descriptions (Finding 2). Questions to be addressed in courses would be: “What performance improvement can be expected after a certain training period on different age- and athlete levels and how do we adjust training planning and conductance due to the issues of smallest worthwhile or minimal changes?”. The majority of the employed measurements and methods should then be objective, valid and reliable. As these issues and topics such as motor learning, scouting, bio-banding, maturation and its related scientific research methods seem to be underrepresented, scientific practices and aspects of validity and reliability should be adequately addressed in the curriculum. At the same time, a greater access to scientific literature and peer-review journal articles should be provided. This important factor for an academic programme is still underrepresented.

Access to a greater variety of literature requires good English language skills and Unesa should support its students in gaining those skills as part of the programme (Finding 1).

Overall, the programme fulfils the majority of the expected criteria. International standards of good scientific practise should be incorporated more prominently into the programme. The experts recommend that journal clubs, scientific writing and knowledge management should be more pronounced in the current curriculum. Therefore, a journal club where students read, understand and discuss scientific literature might help to reach this goal.

### **Conclusion**

The criterion is fulfilled.

## **Sport Science**

### **Description**

The programme education outcomes are defined as improving skills and knowledge in the fields of sports health, tourism, management, and industry, improving competences in the field of science and technology that is research-based, adaptive, and has global competitiveness by providing excellent professional service, developing student interests and talents specifically in the fields of sports health, tourism, management, and industry so that graduates have qualified and professional competences, and producing competent graduates as national and international sports support personnel who are adaptive, research-based, and have global competitiveness by providing excellent professional service. Typical branches for employment are defined by Unesa as sports health, sports tourism, sports management, and sports industry.

Graduates are supposed to be able to think critically, logically, innovatively and systematically in order to develop and optimise the potential of the business world and industry in the field of sports, to understand, analyse, evaluate, and apply scientific theory, especially in the fields of sports health, sports tourism, sports management, and the sports industry, to analyse the implementation of the concept of human anatomy and function in physical activities and sports in the field of sports science studies and to conduct scientific research that can be used to provide various alternative solutions to problems in the field of sports science to develop and optimise the development of physical activities and traditional sports games and professional sports in a series of efforts to improve health and fitness for the community, the sports community, and athletes.

The courses consist of 129 SKS of compulsory subjects and a range of 24 SKS of elective courses. The categorization of the types of courses for 8 semesters is as follows: Core Personality Development Courses, Scientific and Skills Courses, Basic Expertise Courses, Skills Expertise Courses, Community Life Courses, and General Courses.

### **Experts' Evaluation**

In the "Sport Science" programme desired qualifications are transparently defined as intended learning outcomes that are subject-specific and interdisciplinary. The learning outcomes have been developed based on graduate surveys and feedback from the labour market. The academic degree awarded corresponds to the learning outcomes and to the respective level of the Indonesian and the European Qualifications Frameworks. The programme provides curricular elements and their functions on its websites.

The curriculum structure mainly supports the achievement of PLOs and the order of curriculum elements supports the learner's progression. The programme defines compulsory and elective components in the curriculum in an idealised typical course plan that covers subject-specific and interdisciplinary knowledge. Methodological and general skills are documented on the level of the intended learning outcomes. The programme offers courses exclusively for the programme and all elements of the curriculum are assigned a certain number of credits directly related to the expected workload. The total programme workload has been allocated to the

different courses. In conclusion, it is demonstrated that the “Sport Science” curriculum meets the basic requirements. On this basis, there are some issues for further development which the experts would like to address.

Firstly, although it is stated in the PLOs that the programme emphasises the fields of sports health, sports tourism, sport management, and sports industry, the courses in the curriculum appear to lean more heavily towards sports health compared to the three other areas of studies. The alignment of programme learning outcomes and the curriculum, thus, should be improved, e.g. by profiling the specializations in the curriculum (Finding 9). Instead of focusing on these specialisations, Unesa could also pursue a broader approach to sports sciences. However, for future development the experts recommend that the study programme reviews the PEOs to define clearer and fewer profiles based on the labour market analysis/future needs and then adjust the structure of the programme accordingly (Finding 10). These future curriculum developments could also integrate the new facilities at Unesa currently under construction, such as the new (and first) Laboratorium of Anti-Doping in Indonesia or the Sport Psychology Building, e.g., by integrating these as a specialisation. The study programme then needs to update the PEOs regularly on the website to ensure transparency.

Secondly, while the study programme focuses on excellence in sports science, technology, and research areas, the courses in research methodology, statistics, and measurements are still very limited. Future curriculum development needs to support students’ research skills, thus aligned to the study programme’s focus (Finding 2).

Finally, the programme should focus on the area of internationalisation by ensuring that the curriculum enhances students’ English proficiency, one of which is by offering courses (including writing courses) in English (Finding 1).

## Conclusion

The criterion is fulfilled.

## 2. Procedures for quality assurance

*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

Unesa uses an Internal Quality Assurance System (SPMI) for both academic and non-academic processes. Responsibilities are shared by a Quality Assurance Unit (SPM) at the university level, Quality Assurance Group (GPM) at the faculty level, and a Quality Assurance Unit (UPM) at the department/study programme level.

On university level, the Quality Assurance Unit determines quality standards, procedures, manuals, assessment forms and self-assessment checklists. Unesa applies 35 quality standards which are divided into National

Higher Education Standards (i.e. Higher Education Standards, Research Standards, Community Service Standards) and Internal Standards of the university (11 standards).

In addition to external evaluation through the national accreditation agency BAN-PT, Unesa carries out an internal Curriculum Audit to implement the SPMI. Further instruments are audits on learning evaluation, a Leadership Performance Achievement Audit and an Internal Quality Audit. These audits are usually carried out on faculty level.

The progress of curriculum evaluation is shown by the assessment of outputs and outcomes demonstrated from the results of the learning outcomes analysis, increasing publications of research and service, tracer studies, GPA scores, number of graduates and length of time in finding a job and information about the student body in the respective programme which will be audited once a year.

According to the information provided in the SER, results will be followed up through a Management Review Meeting every year, which involves faculty leaders, heads of study programme, coordinator of academics, accounting, finance and state property, student and alumni affairs.

Students are involved in the quality assurance system by filling out questionnaires at the end of a course and by participating in a customer satisfaction survey. In addition, Unesa outlines an open dialogue between study programme managers, lecturers, and students as a form of evaluation. Graduates are invited to participate in a tracer study. Results are presented in the SER.

Data collected by Unesa covers programme learning outcome analysis, number of publications of research and community service, tracer studies, GPA scores, number of graduates, and their length of time looking for work. Furthermore, the heads of the study programme are said to assess the success of the course's learning outcomes, the percentage of success of course graduates, the success of the study programme objectives, and the student workload.

### **Experts' Evaluation**

Universitas Negeri Surabaya has a robust quality assurance (QA) system in place, which fulfils the needs of the institution in delivering a good analysis of the situation in teaching, learning and research. Unesa's quality assurance system and quality governance have solid structures. Evaluation processes and audits take place in a clearly defined way and adequate time cycles. The measures applied are transparent and available. On the three existing levels of QA (university, faculty, study programme) the targets as well as the responsibilities are well documented.

The quality assurance system of Unesa is applied in the same way in all three programmes under consideration. Responsibilities and expectations on university level, faculty level and within the programmes are clearly defined. The panel of experts has no concerns that an effective quality assurance system is in place. The QA system on all levels is well documented and comprehensive. The QA system involves instruments with different scopes like course evaluations and feedback to each lecturer, evaluation of each programme and evaluations of the learning environment and support services.

In preparation of the digital site visit and during the meetings, the administration of Unesa provided documents and data on a wide range of aspects of quality control such as student numbers, progression and completion rates as well as numbers of dropouts for the respective programmes.

Quality assurance uses feedback from a variety of sources (students, alumni, labour market representatives, association of study programmes) in order to improve the different programmes. Representatives of the students not only expressed a very positive atmosphere at Unesa's Faculty of Sports Science; they also confirmed in the discussion with the panel of experts that their opinion is heard and that feedback from students is used for the enhancement of the programmes.

However, it could not be demonstrated very clearly by the representatives of Unesa to which degree changes and improvements have been made and implemented in the programmes as a consequence of the quality assurance procedures. Therefore, the panel of experts recommends monitoring and reporting the measures taken on the different levels of the QA process and in the respective study programmes in order to be able to provide a solid documentation on changes, adjustments and improvements on the basis of the results of the QA system of Unesa (Finding 4).

The Faculty of Sports Science collects feedback from its partners in the labour market on the performance of students during their internships and after graduation. Stakeholders from the labour market as well as representatives of the alumni were very satisfied with the competences Unesa graduates had achieved in the different study programmes. Overall, the graduates show a level of competence which has been assessed to be adequate and which reflects a suitable preparation to enter the labour market. Unesa has established a good network and sound exchange with the labour market, which seems to work quite well.

However, when the panel of experts asked the representatives from the different areas of the labour market what could be future requirements for graduates in a very dynamic (sport-related) labour market, some sporadic ideas for improving the quality of the PEOs and PLOs were mentioned, such as e.g. teaching more up-to-date didactical models, improving knowledge on inclusion, more options for field experience in sport for all settings, improving skills of speaking in front of groups, further improving skills in entrepreneurship, addressing sports tourism or improving first aid competences. All these aspects can be seen as indicators for further development, possible future adjustments and they should be considered and discussed within the QA department as well as within the programmes.

Although the university includes the exchange with stakeholders, alumni and students in different ways, it is not always very clear how the results of the evaluations and discussions are shared with teaching staff and students. The Faculty of Sports Science should describe a process which defines how the core results of the QA system are communicated to internal and external stakeholders (Finding 11).

Unesa has a variety of important data at hand which indicates for example the composition of the student body of the respective study programme, the average duration of studies and how many students do not complete their studies. Applying the SKS-system indicates that student workload is assessed.

Tracer studies are available. They indicate that the graduate's employability from the different study programmes converges in the different sport-related settings, i.e. graduates from different programmes do work in the same settings and fields. This might be seen as an indicator that it would be valuable to further elaborate and sharpen the profile of the respective programme – as mentioned in the previous chapter.

## Conclusion

The criterion is fulfilled.

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

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

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

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

[ESG 1.3]



## Description

Learning and teaching methods used in the programmes aim at stimulating student motivation, self-reflection and involvement in the learning process. According to the information in the SER, the Faculty of Sports Science applies 10 learning methods including project work, group work, lectures, discussions, project-based learning, scientific learning, presentation, reflection, and contextual learning.

In particular, lectures and discussion methods are used in 22% of cases, followed by demonstration and project work methods at 10% each, group work at 9%, project-based learning at 7%, question and answer at 5%, scientific learning and presentation are 4% each, practice field 3%, experiment 2%, reflection and contextual learning 1% each.

Lecturers are required to prepare a Semester Lesson Plan which shall guide the students in carrying out learning activities throughout the semester. The lesson plans must be uploaded by the lecturers and validated by the Quality Assurance Unit at least one week before the students' course enrolment ends.

According to Unesa, the student body at the Faculty of Sports Science is diverse, ranging from athletes who are still active, part-time workers to international students. The learning methods are supposed to cater for the different needs.

Assessments carried out by lecturers usually include student participation (participation in class, frequency and quality of student questions, quality of student arguments), assignments (individual and group), quizzes, midterm examination, and final examination. For subjects in "Physical Education, Health and Recreation" and "Sport Coaching Education", the assessment is intended to measure the cognitive, psychomotor, and affective aspects as well.

All regulations are defined in the Academic Guidelines.

The university offers assistance to bridge students' diversity, i.e. the students' placements, technology assistance, and facilities for students with disabilities. Each student is assigned an academic supervisor throughout their studies. Unesa has various policies that support equal opportunities for students in special life situations, manifested in the Center for Gender and Child Studies and the Center for Disability Studies and Services, which develop research in these fields.

Opportunities for students' complaints are provided.

## Experts' Evaluation

Graduates from Unesa are supposed to have the competences to strive for and deliver professional excellence in their respective working field and to act as lifelong learners, who are willing to continuously improve and update their individual knowledge in order to develop and enhance innovations in the labour market. In order to achieve these competences, the different curricula show that there is a range of teaching and learning methods, an offer of theoretical and practical courses and lessons which intend to strengthen also the soft skills of the learners. The overall PLOs and PEOs of the different programmes, as well as the teaching and learning methods displayed in the study handbooks (and their variety confirmed by the labour market representatives) allow for the achievement and development of the intended competences.

With regard to student assessment, regulations and procedures are defined and made available in published form to the students. The methods described in the module handbooks are appropriate for assessing the study programmes' goals. Throughout their studies, students are confronted with different types of examinations.

Unesa collects long-term data regarding the number of failed courses and module examinations in the study programmes as well as the number of overall dropouts and grades achieved by the students in the different

assessments and examinations. However, from a QA perspective it is not clearly explained whether and how these data are used for evaluation and improving the programmes (Finding 4, see Chapter 2).

It is the intention of Unesa that the programmes enable students to transfer their knowledge to situations outside the university context. Methods of teaching, learning and assessment support an interlacing of theoretical and practical aspects. All of the study programmes include internships and the university's network allows students to find places for their internships.

### Conclusion

The criterion is fulfilled.

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

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

[ESG 1.4]

### Description

#### Admission

Admission of undergraduate students follows three channels based on national regulations: National Selection for State Universities (SNMPTN), Joint Entrance Selection for State Universities (SBMPTN), and Selection for New Student Admissions (SPMB).

SNMPTN is held by all state universities in Indonesia – including Unesa – by using grades and other academic achievements during the applicants' studies in high schools as admission criteria. SBMPTN is carried out based on a computer-based writing examination and can be added with other criteria according to prospective students' special talents. SPMB is a selection held by Unesa in the form of a paper-based test. For the sports programmes, a motor skill test has to be passed and other criteria have to be fulfilled.

Information on the admission criteria and procedure is available on the university's website.

#### Progression

According to information in the SER, academic supervisors conduct a monitoring of student's progression. Based on these regulations, the supervisors evaluate students' progress at the end of each semester, especially if students do not reach a set minimum of SKS. Those students will be approached by the head of study programme.

#### Recognition

The university has a policy of recognising courses that have been taken by students at other universities through a credit transfer system mechanism. Regulations for the recognition of prior learning, including non-formal and informal learning, are said to be available as well.

#### Certification

According to Unesa, after completing their studies graduates will receive a graduate certificate, transcript, and supplement certificate containing information about the graduates' qualifications.

## Experts' Evaluation

### Admission

Unesa collects data about the applications to the different study programmes. This is a good basis to stay up to date and respond to changing demands. In "Sport Coaching Education", the number of applications ranged between 166 and 189 (17/18-20/21), in "Sport Science" it was between 181 and 201 (2019-2021). For the study programme "Physical Education, Health and Recreation", the Unesa representatives explained that there are about 1,000 applications per year.

Unesa displays on its website very clearly and precisely the three admission channels (SNMPTN, SBMPTN and SPMB). Furthermore, Unesa publishes an extensive handbook „A Guide Book for new Student Admission“, which answers any question that applicants have about the admission (in general and course-specific). The applicants have to perform a large number of tests and Unesa asks for a precise documentation of sport related skills – for example a documentation by pictures (Portfolio). The admission evaluation is based on a scoring system for each component. This is done by two evaluators (independently from one another) and an additional person, who merges the results. In the opinion of the panel of experts, this is a professional handling with just very little room for falsification. Because of the Covid19-pandemic, the whole admission process has been carried out in digital form in the recent past. To conclude, the admission process in all its facets is extensive and course-specific information is readily available. This also applies to international applicants.

### Progression

The study progression can be seen clearly by students and academic supervisors via the learning management system, which displays, among others, information on courses, learning methods and achievements. The monitoring of student's progression takes place on a regular basis once a semester (at the end of the semester). Unesa is careful to ensure that students are informed in time about their results and obtained credits.

### Recognition

Unesa fulfils the demands as it uses a credit transfer system to recognise courses students have taken at other universities. This policy is documented in legally binding form and published (website) so the students have an insight into the regulations.

### Certification

By the fact that the students receive a graduate certificate, transcript and supplement certificate containing information about the graduates' qualifications, Unesa fulfils the criterion.

## Conclusion

The criterion is fulfilled.

## 5. Teaching staff

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

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

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

[ESG 1.5]

### Description

The recruitment mechanism of the programmes' lecturers comprises civil servants and non-civil servants. Additionally, the faculty recruits contract-based educators. The lecturer and educator recruitment procedure follow the national regulations. Lecturers comprise different career options: lecturer, assistant professor, associate professor and full professor. The teaching load includes education, research and community service activities.

Degree training education is related to the context of increasing academic qualifications, such as further studies to a higher level carried out with a study leave and study permit mechanism. Non-degree training is carried out to improve lecturers' competence in the form of training activities, workshops, internships, work visits, seminars, and staff exchanges, both domestically and abroad. In addition, lecturers have the opportunity to improve their competences in sports to acquire a coaching certificate, national and international referee, national and international sports organisational involvement, and educator certificate.

Unesa also claims to support its lecturers in scientific publications and conference participations.

The "Physical Education, Health and Recreation" programme has 36 lecturers, of whom 11 have a doctorate and 25 have a Master's degree. Among the staff are 2 professors (in sports psychology and sports science), 9 associate professors, and 25 assistant professors.

In "Sport Coaching Education", there are currently 2 professors (in education evaluation and sport physiology), 8 associate professors, and 25 assistant professors. Of those, 18 lecturers hold a Master's Degree, 16 a doctorate degree.

The teaching staff of "Sport Science" comprises 36 lecturers, among them 10 with a doctorate degree and 2 with a full professorship.

### Experts' Evaluation

The panel of experts met committed teaching staff who closely support students in their personal and academic development. During the site visit, Unesa provided updated information and numbers on the current teaching staff in the three programmes as well as on the opportunities for staff to further develop themselves.

With regard to the quantity of teaching staff, resources are adequate for delivering the programmes. Furthermore, teaching staff reflects the adequate academic background to provide teaching in the different fields of Sports Education and Sport Science.

Where relevant or necessary, the faculty invites guest lecturers to cover teaching in the programmes. This particularly applies to the "Sport Coaching Education" programme in which students can choose from up to 46 kinds of sport for their specialisation. These opportunities for students are extraordinary – at least from a European perspective and they require substantial human resources. The faculty seems to have good connections and strong networks to Sports Associations to recruit guest lecturers. The doubts by the panel of

experts concerning the realisation of the above-mentioned optional choices among 46 specialisations were cleared up by staff and students as the system seems to be working.

Unesa offers adequate opportunities for training and further development. The university and the faculty have drafted a research road map which will certainly facilitate research output in the different areas. A human resource mapping is used to provide individual guidance for the career of lecturers.

As one important step in increasing the internationalisation of programmes, Unesa should particularly support its staff in improving their English skills and by offering scholarships for further development, especially for young staff in completing a doctoral degree abroad (Finding 1).

## Conclusion

The criterion is fulfilled.

## 6. Learning resources and student support

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

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

[ESG 1.6]

### Description

#### Learning Resources

The infrastructure in the Faculty of Sports Science includes several laboratories, such as swimming pool laboratories, soccer laboratories, futsal laboratories, volleyball laboratories, badminton laboratories, fencing laboratories, pencak silat laboratories, sepak takraw laboratories, field tennis laboratories, laboratories equestrian arena, floorball laboratory, softball laboratory, hockey laboratory, petanque laboratory, pickleball laboratory, Sport Science Fitness Center, a library as well as religious laboratories and computer laboratories.

Additionally, the Faculty of Sports Science is equipped with classrooms, lecturer rooms, auditoriums and meeting rooms.

On campus, Unesa provides a university library, with international and national online and offline sources (textbooks, articles, thesis, and other references). A digital library provides academic literature types from several sources. Online services and journals can be downloaded via a Library Weblink.

Further facilities and support services include a language centre, e-learning, an integrated online public access catalogue, entrepreneurship laboratory, dormitories and accommodation, information technology, and insurance.

#### Student Support Services

All new students are required to partake in orientation and introduction to campus life activities. Afterwards, students are assigned an academic supervisor. The counselling schedule is supposed to involve at least three meetings per semester, one at the beginning, one before midterm examinations and one at the end of the semester. In addition, internship supervisors and thesis supervisors are available to assist the students.

Students can access all information on their programmes via an Integrated Academic Information System.

Furthermore, Student Advisory Services are available to all students. For exchange students, the counselling and guidance service is provided by the university's International Office. Support is also offered by Unesa's Center for Disability Studies and Services.

A Career Centre offers support and activities such as a career fair or entrepreneurship training.

### **Experts' Evaluation**

In general, there are two campus sites which have a good connection to public transport and are in walking distance to each other. The laboratories, which include various sporting fields and gymnasiums, are sufficient for the number of students; they provide opportunities for a great variety of sports. Furthermore, they appear to be in a well-maintained condition and students speak very positively about them. They can be used for individual and after-class training as well. The university has several libraries available for studying and accessing current literature directly as well as journals and research papers with the help of an online network.

Even though Unesa has laboratories for conducting research, being particularly important for the Bachelor's programme in "Sport Science", they need expansion in the future to provide opportunities to compete on an international level. The university should ensure that facilities will keep up with future developments in the academic field and consider developing a roadmap of what facilities will be needed for competitive, specialised research (Finding 12). Specifically, possibilities for motion capturing and biomechanical measurements, e.g., force plates and camera systems, would be beneficial. In line with this, research competences of the students should be strengthened in theory and applied in a greater variety. In particular, a focus on scientific reporting of methods and results should be set (Finding 2).

Course and module descriptions are available to the students. Learning outcomes, teaching and evaluation methods and total workload are clear. Learning and teaching material is uploaded on an online website and students get the opportunity to interact with each other and the lecturers via online videoconferencing platforms and social media, which is especially important during times of hybrid or complete online teaching.

There is a reasonable balance between theoretical and practical courses. If for any reason students are not able to take part in sessions on campus, the practical courses are applied online and assignments or tests can be fulfilled by recording videos of the specific skill or task at hand. In the existing laboratories, sports performance measurements can be applied and practiced on colleagues and other students. Alumni confirmed that a lot of lessons of the programmes can be implemented in their current jobs.

Specialising in the individual field of interest is highly supported, especially in the "Sport Coaching Education" programme which gives every student the opportunity to choose one sport they want to focus on. In this regard, students can select every sport they wish, and it is guaranteed that the course will be available and teaching staff might be recruited externally specifically for that reason. However, offering two or three options for specialisations at the same time could be beneficial for being adaptable in the later career (see Chapter 1).

Finding an internship, which is mandatory in the course of the study programmes, is assisted by the university and it constitutes a great chance for students to directly find a job in the same company or school after completing their studies.

For the final thesis, students report about easy access to the administration of the thesis and great support by lecturers, who are willing to collaborate and help not only with data acquisition, but also with the statistical analysis and reporting. Publishing the research paper of the thesis in scientific journals is desired and supported by the lecturers.

In the beginning of the studies, students are introduced to the study programmes and campus in an orientation week. Every student gets an academic advisor with whom they have obligatory meetings every semester.

When struggling in a specific course or with any personal issue, students can reach out to a counselling service via a contact form, or teachers will approach the students themselves when noticing problems.

Some bilingual courses are offered for international students, but it is necessary for them to take part in language courses as most of the courses are only available in Indonesian. For attracting more international students, the course offers in English are advised to be expanded further (Finding 1).

Overall, students and alumni speak very highly of the programmes and seem adequately supported by the university; they are satisfied with the facilities and well prepared for the labour market.

### Conclusion

The criterion is fulfilled.

## 7. Information

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

[ESG 1.8]

### Description

Information on the university, its mission, its outline as well as on the programmes is said to be published on the university and faculty website. This includes information on the intended learning outcomes, the admission criteria and procedure and the qualification awarded.

Every year, Unesa publishes a performance accountability report in which, among others, developments are linked to indicators of the business strategic plan.

### Experts' Evaluation

Information on the university, the faculty, the programmes and other relevant branches such as admission, cooperation/international office, and quality assurance are available online. The information on the study programmes' websites covers the vision, mission, education outcomes, program learning outcomes and curriculum structure of each programme. The information also includes the qualification awarded to the graduates, the teaching, learning, and assessment procedures and students' support, resources, services, and news. However, although the information regarding the admission is available at the university levels, there is no direct link in the study programme websites that links the prospective students to the admission websites. Direct links from the programme websites to the faculty website are also unavailable, thus making it difficult for prospective students to research or compare the three programmes in the Faculty of Sports Science. In addition, while the websites are available in Indonesia and English, not all of the documents are available in English. It would be beneficial to improve the level of English translation on the websites to increase clarity and accuracy; thus, it will be helpful for prospective international students (Finding 13).

### Conclusion

The criterion is fulfilled.

#### IV. Recommendation of the panel of experts

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The panel of experts recommends accrediting the study programmes “**Physical Education, Health and Recreation**” (Bachelor of Education), “**Sport Coaching Education**” (Bachelor of Education) and “**Sport Science**” (Bachelor of Sports) offered by Universitas Negeri Surabaya.

##### Findings:

1. The internationalisation of the programmes should be enhanced, e.g. by offering more support in improving English skills of students and lecturers and by offering scholarships to lecturers for carrying out further qualifications abroad, especially doctoral programmes.
2. The university should strengthen students’ competences in research in all programmes by applying a greater variety of research methodologies in a larger number of courses and by offering greater access to current scientific literature.
3. In “Physical Education, Health and Recreation”, the university should tailor the educational courses more prominently to the specific needs of students of different age groups.
4. Unesa should transparently document developments in the study programmes based on the QA procedures and results.
5. The university should review the question of the nature of competitive sports as a basis for the programme “Physical Education, Health and Recreation”.
6. Programme learning outcomes of “Sport Coaching Education” should be focused to address more subject specific knowledge and skills.
7. In “Sport Coaching Education”, the internship should be linked more closely to the curriculum, e.g. by expanding the time period of the internship and by making the report more elaborate.
8. The learning outcomes of courses in “Sport Coaching Education” should be specified more clearly, e.g. by using the full taxonomy of Bloom.
9. The alignment of the programme learning outcomes and the curriculum in “Sport Science” should be improved with regard to the specializations.
10. The experts recommend focusing the programme “Sport Science” clearly on a few, distinct specialisations which are relevant to developments in the labour market.
11. The Faculty of Sports Science should describe a process which defines how the core results of the QA system are communicated to internal and external stakeholders.
12. The university should ensure that facilities will keep up with future developments in the academic field and consider developing a roadmap of what facilities will be needed for competitive, specialised research.
13. The website of the programmes could be improved to become more user-friendly. Furthermore, it should be ensured that all information on the website is also provided in English.