AQAS

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AKKREDITIERUNG VON
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EXPERTS' REPORT

ON THE BACHELOR, MASTER & DOCTORAL DEGREE PROGRAMMES "HISTORY"

UNIVERSITAS PENDIDIKAN INDONESIA

March 2022

HEI	**Universitas Pendidikan Indonesia (UPI)**

Programme	**History**
Degree	**Bachelor of History Education**
Extent	146 SKS (211 ECTS)
Length of studies	8
Language	Bahasa Indonesian
Programme	**History**
Degree	**Master of History Education**
Extent	36 – 50 SKS (54 – 71 ECTS)
Length of studies	4
Language	Bahasa Indonesian
Programme	**History**
Degree	**Doctorate of History Education**
Extent	44 - 56 SKS (63 - 80 ECTS)
Length of studies	4
Language	Bahasa Indonesian

Concept accreditation	☐
First-time international accreditation	☒
No. reaccreditation	

Responsible agency	AQAS e.V.
Responsible consultant(s)	Doris Herrmann

Content

AQAS

DECISION OF THE AQAS STANDING COMMISSION

ON THE BACHELOR, MASTER & DOCTORAL DEGREE PROGRAMMES

"HISTORY"

OFFERED BY UNIVERSITAS PENDIDIKAN - INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 12ᵗʰ meeting on 21 February 2022 and the circulation procedure on 18 March 2022 the AQAS Standing Commission decides:

1. The study programmes "**History**" **(Bachelor of Education, Master of Education, PhD)** offered by **Universitas Pendidikan Indonesia, Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

    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 adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than 31 March 2023. 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 2028**.

Conditions:

1. A process of revision of the profile, curriculum and ILOs must take place for <u>all programmes</u>:

    a. Besides BA-MA-PhD being linear, postgraduate studies must get a clear profile, setting it apart from the undergraduate programme.

    b. After adapting the content, the ILOs must be revised and become more specific regarding the targets and the content of the courses.

    c. When revising the curriculum newer trends in the science of history i.e. towards transnational, world-regional and global history must be included.

2. Assessment principles, methods and practices must be aligned to the learning outcomes of the programme, consistent with the levels defined. The alignment between assessment and the learning outcomes in the programme must take place systematically and regularly to ensure its effectiveness.

3. Evaluations of student workload must take place on a regular level.

> The conditions were fulfilled on time.
> The Standing Commission confirms this with its decision of 27 May 2024.

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

1. In the PhD programme the profile of history education as a separate field of scientific research should be made even more prominent.

2. The content of the curriculum of all programmes should place less emphasis on "event history" and more on history as a field for critical thinking, based on the study of original sources.

3. Courses should be clustered and it should be made clearer which courses are offered exclusively for these three programmes and which parts are used in other programmes.

4. UPI should define the process of constantly updating Intended Learning Outcomes (also according to expectations from the labour market) more clearly.

5. The practical skills of the students – digital skills for education and pedagogy in the broader sense as well as writing skills throughout the curriculum – should be further strengthened in all programmes.

6. The international profile of the Department of History should be strengthened by adapting the curriculum and by offering more courses - at least on the MA and PhD-level - in English and by using English-language literature.

7. The exchange of students (incoming/outgoing) should be supported.

8. The research focus of the MA and PhD programme, as indicated by the relative weight of the thesis, should get more weight.

9. The thesis (MA) and dissertation (PhD) of postgraduate students who have completed their studies and certified quality should also get the opportunity to get published.

10. It should be made transparent explicit in the QA policy to which extent the experiences from student advisory groups are used for the enhancement of the programmes.

11. Internal and external stakeholders should be informed about the results of the internal surveys in an aggregated form.

12. To include the stakeholders from the labour market even better, they should either be involved in a systematic and regular exchange or via questionnaires sent as part of the QA system.

13. UPI should check the option to invite more external lecturers from the labour market, including industry, to be involved in the teaching and learning process.

14. The support of the teaching staff should be improved by offering more opportunities for gaining a higher qualification (PhD), by conducting one's own research projects and by contributing to more to conferences on national and international level.

15. Literature on world history and publications in the English language should be provided to a wider extent to students.

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

AQAS

EXPERTS' REPORT

ON THE BACHELOR, MASTER & DOCTORAL DEGREE PROGRAMMES

"HISTORY"

OFFERED BY UNIVERSITAS PENDIDIKAN INDONESIA

Visit to the university: 13th – 17th December 2021

Panel of Experts:

Prof. Dr. Vincent Houben	Humboldt University of Berlin, Institute for Asian and African Studies
Prof. Dr. Ismail Ali	University Malay Sabah, Chairman ASPENSI (Association of Indonesian Scholars of History Education)
Rennie Roos	MDF Pacific-Indonesia Training & Consultancy (representative from the labour market)
Sebastian Döpp	Student of Ruhr-University Bochum (student expert)

Coordinators:

Doris Herrmann	AQAS, Cologne, Germany
Corinna Herrmann	

I. Preamble

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 restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution.

II. Accreditation procedure

This report results from the external review of the Bachelor, Master, and PhD programmes in "History" offered by Universitas Pendidikan Indonesia (UPI).

1. Criteria

The programme is assessed against a set of criteria for 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 February 2021.

The Universitas Pendidikan Indonesia produced a Self-Evaluation Report (SER). In April 2021, the university handed in a draft of the SER together with the relevant documentation of the programmes. AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in May 2021 together with an appendix.

The appendix included e.g.:

- an overview of the academic curriculum
- examination regulations
- CVs of the teaching staff/supervisors
- academic regulations

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 6th December 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 August 2021 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the Universitas Pendidikan Indonesia 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 site visit to the University took place from 13th-17th December 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings by the panel of experts to the Universitas Pendidikan Indonesia 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 Universitas Pendidikan Indonesia for comments.

The decision

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, in March 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 April 2021, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General Information on the University

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

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

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

The three programmes are allocated at the Faculty of Social Science Education (Bachelor's programme) and the school of postgraduate studies (Master's and PhD programme). As of 2021, the Faculty of Social Science Education offers 13 study programmes on the Bachelor's level, whereas the postgraduate school offers a total of 40 Master's and 21 PhD programmes of different disciplines. All three programmes to be assessed are running programmes. Whereas the Bachelor's programme runs since 1954, the Master's programme has been established in 2010, the PhD programme in 2015, respectively.

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

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

Executive Summary

This report is presented with the aim of providing feedback from AQAS on the evaluation criteria on the Department of History, Universitas Pendidikan Indonesia (UPI) i.e. an assessment of the study programmes; learning, teaching and assessment of students; and teaching staff/academic level of supervisory staff. Generally, the results of the evaluation found that the management of the History Department, UPI, in principle has formulated and implemented various strategies to ensure that these three criteria are on track and in line with the mission and vision of UPI and the Ministry of Education of Indonesia. Besides making some comments on these criteria, this report aims at providing various recommendations, that are to be given attention by the History Department and the management of UPI so that the programmes offered by UPI will become more competitive not only at the national but also on an international level.

IV. Assessment of the study programme(s)

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

Bachelor/Master Degree	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	*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.	*relevant field. The design of the programme supports the 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 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.	*The curriculum's design is readily available and transparently formulated.*
[ESG 1.2]	

Description

History (Bachelor)

UPI uses a local credit system based on the tertiary education system in Indonesia, called a Semester Credit Unit, SKS. One SKS for both theory and practice courses is said to have a workload of 36 hours per semester with more than 14 meetings per semester. The curriculum for the Bachelor's programme consists of a total of 146 SKS which have to be taken by students within eight semesters. Following the SER, the curriculum consists of general courses (14 SKS/20 ECTS; as mentioned above), basic education courses (eight SKS/ twelve ECTS), introductory courses (four SKS/ six ECTS), faculty expertise courses (six SKS/ nine ECTS), study programme specific expertise courses (86 SKS/ 124 ECTS), and elective courses (16 SKS/ 23 ECTS). As outlined in the SER, the curriculum is designed in a way that level 6 of the Indonesian Qualifications Framework (*KKNI*) is reached after the successful completion of the programme, which is equivalent to the Bachelor's level. The thesis in the Bachelor's programme covers 6 SKS credits.

Mandatory for all Bachelor students are *general courses* which include "Civics Education", "Bahasa Indonesia", "Community Service" and "Pancasila Education", which addresses the official, foundational philosophical theory of Indonesia.

The Intended Learning Outcomes on the programme level focus on producing graduates with discipline-related competencies, educational learning strategies, and practical experience (gained during the teacher internship in the seventh semester). Graduates should be able to apply discipline-related, theoretical concepts in the respective field. Primarily, the study programme strives to produce graduates who will work as history teacher-scholar (which is a teacher candidate), museum educators, or historical tourism guides. However, it is stated that students can sharpen their profiles by taking elective courses, such as "Fundamentals of museology", "English tourism", "Local languages and history", or "Historical tourism", which might enable students to take positions in different fields than the primary occupational field. Within the curriculum, practical skills will be imparted via an internship or field experience practices. Students have to write a Bachelor's thesis followed by defence at the end of their studies.

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

History (Master)

The structure of the Master's programme differentiates between different types of courses. All Master's students have to take *postgraduate expertise courses* (covering eight SKS), which include "Applied Statistics", "Philosophy of Science", and "Pedagogical Studies". Furthermore, students must take two optional skill courses, compulsory professional courses (elective and compulsory), and the thesis project.

Depending on the student's profile and study background, the Master's programme consists of at least 36 SKS up to a maximum of 50 SKS. Students without a strong history background must take so-called *aanvullen* courses (prerequisite courses). These courses cover various topics, such as "History of Islamic civilization", "History of the Economy", History of Western civilization", or "History of the Indonesian National Movement", which serve as bridging courses.

Following the SER, students have to take these courses to finish their studies between four and ten semesters, with four semesters being the regular length of the study programme. The distribution of courses is divided into five groups:

- elective expertise foundation courses (8 SKS)
- two optional courses
- compulsory professional courses (22 SKS)
- optional intermediate professional courses (10 SKS)
- the thesis final project (8 SKS)

The curriculum content follows level 8 of the Indonesian Qualifications Framework (*KKNI*), which is equivalent to the Master's level. Following the national qualifications framework, Master graduates must carry out multidisciplinary research in the field of history and solve current problems in the respective discipline to further develop the discipline. Thus, the curriculum strives to deepen and expand the Bachelor's programme's knowledge, skills, and competencies. Following the above-mentioned "Tridharma" of Education, it is stated that practical and theoretical approaches have the same proportion within the curriculum.

The range of courses offered under the different categories is relatively broad. It covers the knowledge about different religions as well as Basic Education Courses in Education Psychology and Counselling and Education Management. The introduction to Social Sciences addresses topics like History Learning Strategy, ICT Literacy and History Learning Media, History Learning Planning, History Learning Evaluation.

Some more content specific courses cover among a wide range of topics the following areas: The History of Hindu Civilization, Pre-History of Indonesia, The History of Islam Civilization, The History of Indonesia during Colonialism, The History of Countries Resurrection in Africa, History of Europe, History Research Methodology, History of the Resurrection of Countries In Asia, Philosophy of History, History of Culture; Study of Historical Heritage, Final Project Research.

Furthermore, the programme includes national and international input via national/international guest lecturers, speakers or research collaborations. The university aims to internationalize with several international collaborations.

Following the SER, graduates of the "History Education" Master's programme are employed by tertiary education institutions, curriculum developers, and consultants in the respective field.

History (PhD)

The curricular structure of the programme, which aims at level 9 of the Indonesia qualifications framework, differentiates between prerequisite courses (*aanvullen*), compulsory core courses, and elective courses. The *aanvullen* courses differentiate within that group between educational courses (four courses) and discipline-related bridging courses (four courses). Within the compulsory courses, the curriculum includes postgraduate professional core courses (seven SKS), discipline-related professional core courses (12 SKS), and a dissertation (15 SKS). Students can elect 10-11 SKS as elective courses from predefined discipline-related elective professional courses.

The duration of study is 4 years. The total number of credits is, depending on the student's profile, between 44 and 59 SKS. Students who did their Master's in another programme than History education and, thus, did not complete the professional courses in the discipline have to take 59 SKS, a student with a linear background has to take on 44 SKS. The maximum number of students in this programme is 10 per year.

The curriculum is based, like the Bachelor's and the Master's programme, on the combination of educational and study programme-related content and covers a wide range of topics, for example: Learning Theories in History, History Education Research Method, Local and National History Learning Material Development, 21st Century History Education, Comparative Studies of History Education Curriculum, History Education and National Identify in Industrial Era 4.0, History Education Studies and Society 5.0, Development of History Learning Development in the 21st Century. As outlined in the SER, the PhD curriculum emphasizes the educational components. The Intended Learning Outcomes on the programme level are designed so that graduates shall be able to develop new theoretical findings in history education.

Experts' Evaluation

General observations:
The panel of experts got a very positive insight into the organization of the BA-/MA-/PhD programmes, as evidenced from the supportive insights that were shared from both students and representatives of the labour market (partly alumni who have now senior positions in schools in several parts of Indonesia).

The overall quality of the history education programme (BA, MA, PhD) is good. The content has a bias towards Indonesian history because it must be aligned with the national history curriculum. In order to prepare students for new trends in historical science, i.e. in the direction of transnational, regional and global history these elements should get more weight. Indonesia, as an archipelago at the crossroads between South and East Asia and having been exposed to outside influences during its entire history, is an area predestined for these formats. This is especially relevant with regard to the MA and PhD phase, as the alumni of these study programmes should be equipped for innovative curriculum development and as facilitators of public memory. In this manner postgraduate studies can get a clearer, advanced profile, moving beyond "event history" and setting it apart from undergraduate studies**. [Finding 1a & 1d]**

Additional attention should be given to critical thinking on the basis of original sources **[Finding 1e]**, writing skills from the very start of the programme as well as practical/soft skills, particularly digital skills for education & pedagogy in the broad sense, which increase the employability in the private sector. **[Finding 2]**

To strengthen the internationalization of the programmes and the international competitiveness, more teaching in English and use of English-language materials should be promoted. International linkages should be extended further in order to reach the aspiration to become a leading player at the Asian level. **[Finding 3]**

History (Bachelor)

The History Education programme has academic orientations towards innovative learning processes, so that the graduates are expected to be able to answer the needs of history educators at the senior high schools or Aliyah (Islamic SHS) levels. Thus, the main profile of the graduates of the programme is as history educators (Bachelor of History Education). Other additional profiles are as educators or skilled personnel in historical tourism, as well as researchers or writers on various aspects related to historical education and learning, as well as historical content, for local, regional, and national history. In the SER the Department of History at UPI has stated that learning outcomes on the programme level focus on producing graduates with discipline-related competencies, educational learning strategies, and practical experience (gained during the teacher internship in the seventh semester). On the basis of the documents handed in by Universitas Pendidikan Indonesia and during the discussions with the stakeholders in the online visit the panel of experts got a positive impression of the programme in history education. The core business – the production of very good, professional history teachers – is reached. UPI is probably the top institution in this field in Indonesia.

The panel of experts noted that desired qualifications to be achieved during the programme are presented as Intended Learning Outcomes (ILOs). They are both subject-specific and interdisciplinary in nature. However, ILOs in the module descriptions are not clear enough and should be improved. **[Finding 1f]**

Primarily, the study programme strives to produce graduates who will work as history teacher-scholar (which is a teacher candidate). The panel of experts appreciate the general targets of the programme to be appropriate but there are open questions how the ILOs are transferred into practice and how the needs of the labour market correspond with them. In the discussion of the panel of experts with instructors, students, alumni and industry players during the online site visit, it became clear that there is a problem of offering employment to graduates as history teachers because such positions are limited as well as employment opportunities for history graduates in the private sector. There are no clear data and indicators that show that history graduates have the ability to apply the historical knowledge in practice or other areas of the labour market. Therefore, the Department of History is required to address these issues and takes initiative to align the Intended Learning Outcomes as much as possible with the requests of the labour market (schools and other sectors). **[Finding 4]**

A wide range of courses is offered in the BA programme, e. g.: literature in history learning, history textbook studies, entrepreneurship, society and culture of Indonesia, society and history education, eco-pedagogy in history, historical journalism, English: tourism, foundations of museology, ICT in history education, history tourism/ educator, 21st century skills in history learning, and history learning models.

Generally, the courses offered are in line with government regulations and the Indonesia Ministry of Education and Culture. But if students study Indonesian history they should as well also be associated with regional history. Therefore, the panel of experts recommends to sharpen the profile of the BA programme by removing some of the course and to introduce some new courses which address the Asian region and school specific topics. e. g. Southeast Asia history, East Asia history, South Asia history, oral history, research and writing procedures, school and students management, maritime history and archeology. [see Finding 1] In addition, the experts welcome the suggestion by the History Department to also introduce contemporary history courses that look at current issues and questions from a historical perspective. The field of study is not only to delve into Indonesia's past history but also to see how the history of the past has to do with the issues and questions of the present so that it is valuable to the Indonesian government.

Regarding the curricular elements and programme quality, the panel of experts found that all curricular elements (courses/modules) are documented. Specific elements, such as internships, are described and these specifics are reflected in the design of the curriculum. All elements of the curriculum are assigned a certain number of credits directly related to the expected workload. The total programme workload is allocated to the different courses/modules. How curricular modifications are documented and contribute to an improvement in the programme quality should be made clearer. Also, which courses are offered exclusively for the programme and which parts are used in other programmes should be documented more unequivocally. **[Finding 1c]**

Yet, room for improvement is there concerning the fostering of student mobility, a.o. through international exposure. **[Finding 5]** To ensure that the graduates have a more global focus and are well prepared for international exchange the panel of experts would welcome if some of the core courses are taught in English and that these courses are offered in different semesters. If the lectures also use English other than Bahasa Indonesia, students will have the opportunity to practice the English language skills they learned. Also, it would benefit the students to have assignments that are to be written in English, so that their English writing skills improve as well (see Finding 3).

The experts confirm that the academic degree awarded to the graduates corresponds to the learning outcomes and the requirements of the appropriate level of the National and the European Qualifications Framework and that the Bachelor level can be reached with this programme.

History (Master and PhD)

Usually most of the BA graduates enter the labour market and only 10% of BA students continue for Master programme. Many teachers with a BA go to teaching first and then after teaching for some time they may take up a Master and after that a PhD. Therefore, UPI increased the pedagogical content. That is in line with the National Framework level 8 (PhD). Both graduates of Master and PhD can also apply to be professor at university. As Master's degree is the minimum requirement in Indonesia to become professor and for PhD holders it is very common to become professors. Some of the students, either MA or PhD, are alumni of UPI's History programme, some come from other universities, as UPI is one of the trend setters in this field. Master students can finish in 2 years, PhD students can finish in 3 years.

With regard to the Intended Learning Outcomes, the panel of experts found that the desired qualifications to be achieved during the programme are presented as Intended Learning Outcomes. Concerning the elements within and quality of the programme, the panel of experts found that all programme elements and their functions are documented. Formally seen the AQAS-indicators are fulfilled. The structure of the MA- and PhD programme supports the achievement of the Learning Outcomes and the order of curricular elements support the student's progression. The programme covers the acquisition of subject-specific and cross-subject knowledge, as well as of subject-related, methodological, and general skills. However, as is the case with the BA programme, Intended Learning Outcomes in the module descriptions are not clear and precise enough and should be improved. **[Finding 1f]** Current developments in the scientific field of history and in the labour market should get more attention. Like mentioned before regarding the BA programme the process of constantly updating Intended Learning Outcomes to what is appropriate (also for the labour market) should be more clearly defined (see Finding 4).

The academic degree awarded to the graduates corresponds with the learning outcomes and the requirements of the appropriate level of the European Qualifications Framework and corresponds with the respective level of the national qualifications' framework. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by the MA-thesis or dissertation.

The panel of experts also got a positive impression of the Master and PhD-programme in history education at UPI. How history education is an academic subject of its own, deserving a separate MA- and PhD-programme has been convincingly demonstrated on the basis of the documentation and the conversations during the on-site visit. Yet, with the current stress on the linearity of the three programmes, the panel thinks that the MA and PhD programme should get a more pronounced research focus. Whereas advanced content courses are a necessary element, the research focus, as indicated by the relative weight of the thesis, should get more weight. **[Finding 6]** This would raise the scientific profile of the MA- and PhD programme.

The panel of experts is satisfied with the academic level of the PhD-programme and with its research orientation. Most of the courses are on the doctorate level, the inclusion of courses from the MA programmes is an exception and well founded. All elements of the programme are assigned a certain number of credits directly related to the expected workload. The total programme workload is allocated to the elements of the programme.

For the PhD the writing of the dissertation starts right at the beginning of the programme by consulting the academic supervisor and joining a research proposal seminar. The student is free to select his/her research topic. There is also the request of two publications: one national journal publication, one international journal (index scopus). The thesis (MA) and dissertation (PhD) of postgraduate students who have completed their studies and certified quality should also get the opportunity to get published. **[Finding 7]**

The requirements regarding English language skills are higher than on the BA level, so that using 80% English journals is required for Master and PhD. As UPI has defined as one of its targets to strengthen international exchange, the Department of History runs exchange programme overseas e.g. with UKM Malaysia, tries to motivate students and staff of becoming speakers in international conferences and collaborates with a university in China. The panel of experts recommends that the History Department take in more students from abroad to strengthen further the internationalization of the programme. **[see Finding 5]**

Conclusion

The criterion is partly fulfilled.

2. **Procedures for Quality Assurance**

Bachelor/Master Degree	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.*	*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 stake-holders, analysed, and used for the effective management and continuous enhancement of the programme. *[ESG 1.1, 1.7 & 1.9]*	*Data is collected from relevant sources and stake-holders, analysed, and used for the effective management and continuous enhancement of the programme.* *[ESG 1.1, 1.7 & 1.9]*

Description

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

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

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

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

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

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

Experts' Evaluation

UPI follows a multi-layered approach to quality assurance which means there are quality units at the university level, the faculty level and the programme level. In the SER the responsibilities and targets within the quality assurance system are well defined and available. The QA-system of UPI is applied on the BA programme as well as on both graduate programmes (MA, PhD).

UPI has a strong internal QA system which provides appropriate information for the relevant study programme. It is documented and comprehensive. Both faculties involved have implemented instruments with different scopes, so that the quality of the course is evaluated as well as information on the overall quality of the programmes can be gained. All kind of data on student progression and completion rates are collected and could be provided upon request. It is unclear, if evaluations of student workload take place on a regular level and if a systematic revision of the workload takes place. **[Finding 8]**

Also, the responsibilities within the programme and for programme elements are clearly defined and available to students because they are all included in a students' handbook.

Students are involved through evaluation forms at the end of the semester, via a system implemented by UPI. According to UPI, the involvement of students also has relevance to the design of the curriculum and courses. The students told the panel of experts that their feedback is taken seriously by the teaching staff and that measures are taken to overcome problems. In case of problems, they first approach their academic advisor before they can contact the head of department or the staff on faculty level. The same is true in the case of appeals or complaints.

During the interviews in the site visits it became obvious that the students' voice is heard and the representatives of the labour market (most of all schools) exchange with the teaching staff of UPI on experiences made with the students during internships or after graduation. When doing an internship both, educational and non-educational interns are evaluated by UPI via evaluation forms given to a supervising manager in the industry or to the supervising teacher. During the site visit UPI mentioned measures taken on the basis of the feedback received from stakeholders. Therefore, it is clear that the results from QA-procedures lead to concrete measures. It is not transparent for the panel of experts to which extent the experiences from student advisory bodies/groups are used for the enhancement of the programmes. This should be made more explicit in the QA policy of UPI. **[Finding 9]** The panel of experts recommends to share the evaluation results with teaching staff, students and external stakeholders in an aggregated document. **[Finding 10]**

However, due to the fact that schools in the public sector or also some private schools are the main employer of most of the BA and MA graduates, there is little exchange with the labour market in a wider sense. It seems that – beside Tourism – other possible areas of the labour market are either not recognized or approached. Moreover, the exchange with the already existing partners in the labour market does not seem to take place on a regular basis and feedback is not collected in a systematic manner. This should be changed in the future to get a broader feedback on the programme. **[Finding 11]**

The career progression of graduates from the study programme is followed and data on alumni experiences are collected.

Procedures are in place to safeguard academic integrity and prevent academic fraud within the programme. Quality assurance policies support guarding against intolerance and discrimination.

The responsibilities for the administration and the quality assurance of the doctoral programme are clearly defined and available to students.

Qualitative and quantitative data is available on the admission procedures of past cohorts. The quality assurance mechanisms guarantee that the selection of the doctoral research topic, the assessment of the required doctoral research results and the award of the doctoral degree (i.e. through the concluding defence of the research thesis) comply with accepted academic standards.

A code of good scientific practice or other measures to safeguard academic integrity and prevent academic fraud is/are in place and is/are passed by the Senate or an equivalent committee of the university. Procedures are in place that guarantee that the students regard these rules.

Information Management

A clear and comprehensible description of potential employment fields for graduates is available. Information is available on which sectors graduates are employed in and on how many graduates continue in education programmes (Master-, PhD-programmes etc.). Information on the composition of the student body of the study programme is available.

Conclusion

The criterion is partly fulfilled.

3.   **Learning, Teaching and Assessment of Students / Learning and Assessment of Students**

Bachelor/Master Degree	Doctoral 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]*	*The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes.* *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.* *Assessment procedures are designed to measure the achievement of the intended learning outcomes. [ESG 1.3]*

Description

According to the SER, the learning and teaching methods are university-wide defined and applied to the respective study programme. On a general level, the learning and teaching methods are designed in a way that students will get to know components, such as problem-solving, discussion, problem-based learning, project-based learning, or contextual learning. It is stated that for all three study programmes under review, the majority of courses focus on student activities, either in-class or outside-class. On the postgraduate level (Master's and PhD programme), the lectures are mainly based on research, focussing on research articles and discussing its content. With this, UPI strives to develop students' competencies further to carry out research and prepare for the thesis or dissertation. As an answer to the Covid-19 pandemic, UPI decided to shift all learning activities online using different tools and online platforms.

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

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

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

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

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

Experts' Evaluation

The learning process developed in the History Education Study Program is fairly distributed into each semester based on the integration of concepts, principles, theories, and accountable facts. In its development, this learning process is directed at learning how to teach, practicing in practice, collaboration, process skills, constructivism, and contextual teaching learning, etc. This learning is developed with the hope that it can encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials. To strengthen the knowledge obtained in theory or face to face in the classroom, students carry out practical activities in the classroom, in the history laboratory and in school, as needed (according to the subject being taught).

In addition, students will also visit various historical objects as contained in the Historical Heritage Study courses. In some subjects, blended learning, combines face-to-face learning strategies with online learning (hotspots). The courses are distributed to each semester based on the integration of learning concepts, principles, and educational theories and history learning. Learning also refers not only to standardized theory but theory that departs from the results of lecturers' research so that it becomes research-based teaching. Through groups of subject areas, students are equipped with a mastery of conceptual and theoretical aspects to strengthen their competences. The elective expertise courses are to enrich and strengthen student competencies in the field of historical writing/journalism and educators or historical tourism. The learning process in each subject is carried out according to the Semester Learning Plan.

The assessment used in learning in the History Education Study Programme has educative, authentic, objective, accountable, and transparent principles according to the demands of the regulations of the National Standards for Higher Education. In accordance with the demands of 21st century skills, the assessment should be able to develop high-order thinking skills. Assessment uses educational principles, namely assessment that motivate students to be able to improve planning and learning methods, and achieve graduate learning outcomes.

Objective assessment is based on standards agreed upon between lecturers and students and is free from the influence of the assessor's subjectivity and the one being assessed. Accountable assessment, refers to clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students. By paying attention to these principles of assessment, the assessment in lectures emphasizes the assessment of student learning processes and outcomes, including attendance and participation in lectures, Mid-Semester Exams, Final Semester Examinations, lecture performance, and products produced in lectures. The success of students in following a course is stated by the final score referred to the Indonesia University of Education Chancellor's Regulation Number 5805 / UN40 / HK / 2015.

Assessment regulations and procedures are defined and made readily available in published form to students. Assessment methods for each course/module are appropriate for the learning outcomes as defined in the course/module description. The programme design ensures that every student is familiarised with an appropriate spectrum of examination types over the course of the studies. Requirements for the examinations are transparent and made known to the students. There are transparent and published regulations or other mitigating circumstances to compensate for disadvantages, illness, or absence.

Responsibilities and structures related to the organisation of exams are clearly defined. The timing of exams is organised apropriately and examination dates are announced in a timely manner. Suitable opportunities to re-sit an exam are offered as necessary.

A formal procedure for student appeals is in place.

Generally, the guidelines and rules of teaching, learning and evaluation of students in all three categories namely Bachelor, Master and PhD which are practiced by the History Programme are good. The discussions between the panel of experts and teaching staff have also provided a lot of explanations and found that despite various constraints such as regulations from the government, financial provisions, infrastructure facilities, ICT, staff have done various efforts to give the best to the students.

A suggestion which can be given for the future development of the programmes is to invite more external lecturers from the labour market, including industry, to be involved in the teaching and learning process.
[Finding 12]

Assessment of student learning is a key aspect of quality assurance and it is one of the most important measures to show the achievement of learning outcomes. Hence, it is crucial that an appropriate assessment method and mechanism is in place. Qualifications are awarded based on the results of the assessment. The methods of student assessment must be clear, consistent, effective, reliable and in line with current practices. They must clearly measure the achievement of the Intended Learning Outcomes. Based on the evaluation of the documents provided by the Department of History, UPI shows that there are several methods and procedures for evaluation and examination that should be looked at again by the History Department which includes the following criteria: Graduate Learning, Outcome, Learning Process, Scoring Methods and Mapping the Learning Outcome and Course.

The aspect of mapping the learning outcome and course is only documented in a kind of description but not as a mapping of ILO and courses in a table which would make it easier for the student to get a clear picture of the curriculum. In this regard, the History Department, it is recommended that UPI develops a standard in all

these criteria as a reference document by management, lecturers and students. Assessment principles, methods and practices must be aligned to the Learning Outcomes of the programme, consistent with the levels defined. The alignment between assessment and the Learning Outcomes in the programme should take place systematically and regularly to ensure its effectiveness. **[Finding 13]**

Due to the discussions held during the online site visit with UPI management, lecturer, students and alumni in the History Department, the panel of experts got a clear picture of different aspects of teaching and learning. Therefore, the panel comes to the conclusions that in general all methods of teaching and learning are appropriate and correspond to the Intended Learning Outcomes. Methods of teaching and learning respect and take into account the diversity of students and their needs, enabling flexible learning paths. Didactic methods stimulate student motivation, self-reflection, and engagement in the learning process. In general, the whole process of teaching and learning at UPI seems to be well organized.

Conclusion

The criterion is fulfilled.

4. **Student Admission, Progression, Recognition and Certification / Legal Status, Admission and Certification**

Bachelor/Master Degree	Doctoral Degree
Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification. [ESG 1.4]	*The institution is entitled to award a doctorate. Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification. [ESG 1.4]*

Description

Admission

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

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

The admission regulations for PhD students cover that prospective students must present a Master's degree of the discipline, or an equivalent accredited study programme with at least a 3.00 GPA. In the case of international students, the degree must be recognized by the Indonesian Ministry of Research, Technology and

Higher Education. Furthermore, the postgraduate school defines that students must provide a certificate stating that their English competencies are equivalent to 525 points (TOEFL) or 6.0 (IELTS).

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

<u>Progression</u>

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

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

<u>Recognition</u>

UPI outlines that a regulatory process is in place concerning the recognition of courses and credits from other universities. The process includes converting courses, submitting documents to the academic faculty section and the bureau of academic administration and student affairs. The recognition procedures for national exchange within the *permata* programme is described in specific Memorandum of Understanding with the respective Indonesian university.

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

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

<u>Certification</u>

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

Experts' Evaluation

<u>Admission</u>

The formal requirements for admission for the BA programme seem to be clearly defined and available in published form, also on more informal channels like social media. They are based on government regulations regarding admission quota and procedure for undergraduate programmes. For the Master's and Doctorate degree, the requirements are also clearly defined by the university. The university is limited in setting its admission requirements by government regulations, regardless, it could maybe set a higher standard for English

language proficiency for its postgraduate degrees (see above). The students do not seem to have a problem understanding the admission requirements for the respective programmes.

Progression

UPI ensures that student progression is closely monitored and that students are individually supported. UPI uses its own SIDIMAS-UPI system to monitor each student's progression in the bachelor's and master's programme. Furthermore, each student is assigned an academic supervisor that will sit down with the student at least once per semester to discuss the student's studies, problems and challenges. The students highlight this student-advisor relationship as very beneficial and greatly appreciate it. The progression from BA to MA and over to PhD is very linear, which, on the one hand, makes the progression easy, but on the other hand, leads to the different study programmes not being individually set apart from another. UPI should ensure to diversify the programmes and provide a specific focus to them, in order to further set them apart from another, especially in regard to internationalization (see above).

Recognition

UPI uses a simple but student-friendly system of credit conversion. When students study at a university abroad and return, their earned credits are simply converted for UPI. This, however, is barely used, as student mobility is quite low for the respective study programmes. The PhD programme seems to be very flexible when it comes to recognition of guest lecture programmes, visiting fellows or cross-university collaborations and grades and/or credits can easily be converted.

UPI also encourages students to take part in a so-called "real work lecture" programme, where students can partake in two-month long internships in their desired fields and get converted credits for their service.

Certification

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

Conclusion

The criterion is fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

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

Description

The Bachelor's programme has 18 permanent lecturers, out of which three are full professors, eight associate professors, one lector, two assistants, and three teaching staff members.

The Master's programme and the PhD programme is taught by four full professors and eight associate professors. However, UPI has indicated in the documentation that there are overlaps of teaching staff, where it is content-wise appropriate. The SER outlines that all teaching staff body is full-time employed at the faculty/postgraduate school and part-time teaching staff is rather unlikely.

It is outlined in the SER that the teaching staff is actively engaged in research, publication and community service. Being part of a key performance indicator for the annual budget plan, the faculty and postgraduate school strive to motivate the teaching staff to participate in seminars, workshops (both national and international), and research. Furthermore, the teaching staff are integrated into the lecturer development programme, which allows 20 hours per year to develop staff further. This programme is regulated on a national scale. Furthermore, incentives and grants are provided by the university for writing international journal articles.

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

Experts' Evaluation

As the quality of the academic staff is one of the most important components in assuring the quality of higher education, a university is expected to search for and appoint the best-suited candidates to serve its programme in an open, transparent and fair manner. To achieve this, universities are expected to design and implement an academic staff search and recruitment practice that is as efficient as it is effective to achieve the desired results. However, what is important is for the university to ensure that there is a fair and equitable distribution of work and that there is a robust and open system of proper recognition and reward that acknowledges and appreciates excellence.

On the basis of the documents provided and during the discussions with the different stakeholders the panel of experts got the impression that the quality of the teaching staff is appropriate as the overall majority of lecturers on the MA and PhD levels hold a PhD and are recognized Indonesia-wide as experts in the field. The staff regularly participates in further trainings. In the face of a substantial teaching load and other tasks, the amount of time available for own research is limited. Incentives and opportunities for research activities are there but their research sabbaticals are not regular as well as subject to approval and external funding. Teaching based on one's own research and international publications should be strengthened. **[Finding 14]** The overall lecturer-student ratio of 1:25 is fair. There is an open recruitment process for new lecturers.

The following indicators are met in all programmes: the required resources are checked with regard to the capacity of the institution. All human resources involved in teaching are documented, including their academic and other relevant qualifications. The teaching staff is appropriately qualified for the achievement of all learning outcomes. A concept for staff development is in place. The number of teaching staff and teaching hours are documented and sufficient. The overall workload of staff with regard to teaching and administration is appropriate for the delivery of the programme, the possibilities for own research (as indicated above) is restricted.

UPI should be aware that it is an ongoing task to provide opportunities for academic staff to participate in professional, academic and other relevant activities, at national and international levels to obtain professional qualifications to enhance learning-teaching experience. The department must encourage and facilitate its academic staff to play an active role in community and industrial engagement activities. All future intended

activities of the department depend on the quality of the staff members. Therefore, it is suggested by the panel that lecturers who do not yet have a PhD will be given priority for study leave to pursue a PhD level which is fully funded by UPI or the Ministry of Education. **[Finding 14]** Also, more opportunities for all lecturers at various levels to deepen their English and other foreign languages should be given. It recommends that UPI provides funds to lecturers who have a master's degree to take part in national conferences as incentives and motivations, as well as to provide funds that lecturers who have PhD degree are supported in presenting their papers in international conferences. **[Finding 14]**

As far as the doctoral programme is concerned, all human resources involved in teaching within the programme are documented, including their academic qualifications and research. Also, the qualification of supervisory staff, most of which hold a PhD, is appropriate to ensure that doctoral students are supervised at the highest academic level. The personnel are sufficient in number to safeguard supervision arrangements in the doctoral programme.

Conclusion

The criterion is fulfilled.

6. Learning Resources and Student Support / Support and Research Environment

Bachelor/Master Degree	Doctoral 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]*	*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 programmes have access to resources at the Faculty of Social Science Education and the postgraduate school, respectively. It is stated that the allocation of classrooms can be adjusted to the needs of the respective programme. UPI's general resources to all its students cover the central library, the public meeting hall, the training centre, the Islamic tutorial centre, the student activity centre, various sports fields, dormitories, and a canteen. In general, there are 30 lecture rooms, one auditorium, one reading room, one central internet access room, one computer laboratory, and one sports laboratory. The lecture rooms are equipped with multimedia projectors.

As of April 2021, the programmes have access to four classrooms, meeting rooms, an auditorium (used for meetings, workshops, training, and seminars), and a history laboratory. The laboratory can be used for research and exhibitions. In addition, access is granted by the National Education Museum within UPI. All three programmes subject to this procedure have access to the central library, where students can use hard copy and digital resources. The library has subscribed to various online journals, such as SAGE, Emerald, Oxford Journal, Springer Links, or IEEE New Journal. Concerning the planning and allocation of resources, the programmes have full autonomy. The allocated resources are based on the UPI strategic plan and translated into an annual work and budget plan. A portion of the resources is based on tuition fees. The university also offers different scholarships to students which on family status and academic achievements.

As part of the student support instrument, students have access to the academic information system, which subsumes both administrative and study programme-related information for students. The information system also grants access to the academic semester plan and further information.

As stated in the SER, the main form of students' support happens via academic counsellors assigned to the students' cohort at the beginning of their studies. Furthermore, the team of academic counsellors provide information on career paths. On a structural level, it is stated that students meet three times per semester to discuss courses, the progress of students, and the results of the semester. In addition, students can approach academic counsellors whenever needed.

At the beginning of each study programme, the faculty and the postgraduate school offer orientation and introductory activities. The introductory elements comprise an introduction to the curriculum, to the teaching staff, or the facilities. International students can receive guidance and support through the International Relations and Education Office. In addition, students with special needs can consult at the respective UPI services.

Experts' Evaluation

Learning Resources

UPI's learning resources seem to be excellent. The quality of the respective classrooms is adequate. The students have access to a variety of different facilities to further enhance their academic success. UPI provides access to a podcast studio, a history laboratory and the National Education Museum located on UPI's campus. The library seems generally to be adequately equipped and the students have access to a multitude of online subscription databases for e-journals and e-books. However, the students mentioned that resources regarding world history and resources in the English language seem to be scarce. UPI should do more to provide students with more literature in these fields. **[Finding 15]**

Student support

UPI provides excellent support for its students. Each student is provided with their own supervisor that can be contacted when the student has a problem or needs help. Also, the university provides financial support for students in need. For international students and students with special needs, UPI also provides guidance with an on-demand basis. The students also mentioned that they are happy with the support they receive, but think that UPI could offer a separate counselling service for psychological needs, apart from their academic supervisors.

The panel of experts comes to the conclusion that the facilities on campus – ranging from lecture rooms, places for consultation, study, recreation, IT facilities to the library – are excellent. There seems to be a friendly and productive atmosphere, good dialogue between management and faculty members and between teachers and students.

Conclusion

The criterion is fulfilled.

7. Information / Public Information

Bachelor/Master Degree	Doctoral Degree
Impartial and objective, up-to-date information regarding the programme and its qualifications is	*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]	*published regularly. This published information is appropriate for and available to relevant stakeholders. [ESG 1.8]*

Description

The information about the three programmes is provided via various channels, such as the HUP main homepage, the faculty/postgraduate school homepage, or the specific study programme homepages. The information includes information, such as the programme learning outcomes, the curricula, assessment procedures, or career guidance information for Alumni. In addition, social media channels are used to amplify the study programme's range. The university-wide UPI Public relations team, UPI TV, and YouTube channels announce all forms of activities of the UPI academic community in the form of (live) broadcasts.

Experts' Evaluation

The different type of visuals to promote the university and the history department are well produced and insightful. The video's on Youtube give a good impression of the campus and study program. Though the history department itself has limited online videos, the library of UPI offers a wide range of publicly available educational videos.

A small but still critical point is the security of the website. The website of the history education department is mobile friendly and easy to access but it is not secured which means the website is easily hackable and inserted data by visitors are not protected and can be stolen. This should be easily solved by the IT department.

The expert panel believe the combination of the university website and the history education department website comprise of all the necessary information such as the curriculum, the Intended Learning Outcomes, the selection procedure, and teaching, learning and assessment procedures.

A point of recommendation to attract more students via the UPI history education website would be to focus on why people should choose to study and clearly state UPI`s reasoning. The panel of experts suggests to use alumni stories and to publish the results from the tracer studies more prominently. Why study history education? What are my job prospects? What do alumni say about the program? These are simple questions that can make the website more attractive to attract new students.

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programme **"History" (Bachelor)** offered by **Universitas Pendidikan Indonesia**.

The panel of experts recommends

- to accredit with conditions

the study programme **"History" (Master)** offered by **Universitas Pendidikan Indonesia**.

The panel of experts recommends

- to accredit with conditions

the study programme **"History" (PhD)** offered by **Universitas Pendidikan Indonesia**.

Findings:

1. A process of revision of the profile, curriculum and ILOs must take place for all programmes:

   a. Besides BA-MA-PhD being linear, postgraduate studies must get a clear profile, setting it apart from the undergraduate programme.

   b. In the PhD programme the profile of history education as a separate field of scientific research should be made even more prominent.

   c. Courses should be clustered and it should be made clearer which courses are offered exclusively for these programmes and which parts are used in other programmes.

   d. When revising the curriculum newer trends in the science of history i.e. towards transnational, world-regional and global history must be included.

   e. The content of the curriculum should place less emphasis on "event history" and more on history as a field for critical thinking, based on the study of original sources.

   f. After adapting the content, the ILOs must be revised and become more specific regarding the targets and the content of the courses.

2. The practical skills of the students – digital skills for education and pedagogy in the broader sense; writing skills throughout the curriculum – should be further strengthened.

3. The international profile of the Department of History should be strengthened by adapting the curriculum and by offering more courses - at least on the MA and PhD-level - in English and by using English-language literature.

4. The process of constantly updating Intended Learning Outcomes to what is appropriate (also according to expectations from the labour market) should be more clearly defined.

5. The History Department should strengthen further the internationalization of the programme (incoming/Outgoing students).

6. The research focus of the MA and PhD programme, as indicated by the relative weight of the thesis, should get more weight.

7. The thesis (MA) and dissertation (PhD) of postgraduate students who have completed their studies and certified quality should also get the opportunity to get published.

8. It is unclear, if evaluations of student workload take place on a regular level and if a systematic revision of the workload takes place.

9. It should be made transparent explicit in the QA policy to which extent the experiences from student advisory groups are used for the enhancement of the programmes.

10. Internal and external stakeholders should be informed about the results of the internal surveys in an aggregated form.

11. To include the stakeholders from the labour market even better, they should either be involved in a systematic and regular exchange or via questionnaires sent as part of the QA system.

12. For future development UPI should check the option to invite more external lecturers from the labour market, including industry, to be involved in the teaching and learning process.

13. Assessment principles, methods and practices should be aligned to the learning outcomes of the programme, consistent with the levels defined. The alignment between assessment and the learning outcomes in the programme must take place systematically and regularly to ensure its effectiveness.

14. Although different approaches of staff development exist, the support of the teaching staff should be improved by offering more opportunities for gaining a higher qualification (PhD), by conductions one's own research projects and by contributing to more to conferences on national and international level.

15. Literature on world history and publications in the English language should be provided to a wider extent to students.