AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS NEGERI SEMARANG

CLUSTER EDUCATION

EDUCATIONAL TECHNOLOGY (BACHELOR OF EDUCATION)

NON-FORMAL EDUCATION (BACHELOR OF EDUCATION)

ELEMENTARY SCHOOL TEACHER EDUCATION (BACHELOR OF EDUCATION)

February 2024

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Content

DECISION OF THE AQAS STANDING COMMISSION

ON THE STUDY PROGRAMMES

- **"EDUCATIONAL TECHNOLOGY" (BACHELOR OF EDUCATION)**

- **"NON-FORMAL EDUCATION" (BACHELOR OF EDUCATION)**

- **"ELEMENTARY SCHOOL TEACHER EDUCATION" (BACHELOR OF EDUCATION)**

OFFERED BY UNIVERSITAS NEGERI SEMARANG, SEMARANG, INDONESIA

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 20th meeting on 26 February 2024, the AQAS Standing Commission decides:

1. The study programmes **"Education Technology" (Bachelor of Education), "Non-formal Education" (Bachelor of Education),** and **"Elementary School Teacher Education" (Bachelor of Education)** offered by **Universitas Negeri Semarang (Indonesia)** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

   The accreditations are conditional.

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

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2025.** The confirmation of the conditions might include a physical site visit within the time period of twelve months.

3. The accreditation is given for the period of **six years** and is valid until **31 March 2030**.

Conditions:

For all study programmes:

1. The course descriptions must be thoroughly revised, regarding the course learning outcomes, the course's content, assessment methods, and the skills students are expected to acquire in order to keep students well informed as well as to provide them with a more effective learning experience.

2. The regulations on exam retakes must be transparently communicated with the teaching staff in order to provide correct information to students.

3. The university must develop a comprehensive plan that focusses not only on the continuous development of the staff's research skills, but also on the balance between time for research projects and teaching duties of staff members.

Additionally for the study programme "Educational Technology":

4. The intended learning outcomes on the programme level must be revised to align with the unique characteristics and objectives of the study programme.

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

For all study programmes:

1. The management should revisit the curriculum to provide a more reasonable and visible rationalisation of courses.

2. Regarding the quality assurance system, the following aspects are recommended:

    a. All study programmes should document and analyse the data collected in QA processes more meticulously and congruently, especially data on the dropout rates.

    b. The collaboration between various levels (university, faculty, department, and study programme) should be reinforced to implement a standardised communication and coordination framework.

3. Meetings with labour market representatives should be more structured and formalised in order to enhance the transparency and formality of documentation on feedback, suggestions, changes, or improvements resulted from the meetings.

4. The implementation of a comprehensive communication strategy on the MBKM programme through diverse channels is recommended for the university to ensure that information regarding the programme's structure, assessment methods, and recognition mechanism is disseminated to students clearly and consistently.

5. Support of the university in the promotion of teaching staff should be intensified to improve the quality of teaching and research at UNNES.

6. In order to achieve the goal of internationalisation, support for teaching staff to participate in international conferences, workshops, and exchanges should be intensified and tailored more explicitly to the respective individual situation, e.g., family obligations.

7. Expansion of collaborations with other universities outside Indonesia should be more focused to develop more student exchange opportunities.

8. The English version of all relevant websites should be well-maintained to be more accessible to potential international students and partners.

Additionally for the study programme "Educational Technology":

9. To catch up with current international trends of technology development, it is suggested to update the curriculum by incorporating the latest industry trends and advancements into the curriculum.

Additionally for the study programme "Non-formal Education":

10. Different dimensions of diversity such as age, genders, disabilities, and alike, should be given greater consideration to incorporate them into the curriculum to align with the international approach to this concept.

Additionally for the study programme "Elementary School Teacher Education":

11. It is recommended to equip students with knowledge and skills that deal with children with special needs in regular educational settings.

12. The graduate profile should be revisited to make sure that it is linear with the current intended learning outcomes on the programme level.

13. More in-depth knowledge should be embedded in courses related to "science education" in order for the future teachers to provide children with best learning experiences of science.

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

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- **"EDUCATIONAL TECHNOLOGY" (BACHELOR OF EDUCATION)**

- **"NON-FORMAL EDUCATION" (BACHELOR OF EDUCATION)**

- **"ELEMENTARY SCHOOL TEACHER EDUCATION" (BACHELOR OF EDUCATION)**

OFFERED BY UNIVERSITAS NEGERI SEMARANG, SEMARANG, INDONESIA

Visit to the university: 20 – 23 November 2023

Panel of experts:

Prof. Dr. Volker Schubert	University of Hildesheim, Professor of Education Sciences (Germany)
Assoc. Prof. Dr. Zeynep Alat	Ege University, Professor of Early Childhood Education (Turkey)
Prof. Dr. Vicente Antonio Vallejo Pijano III	Philippine Women's College of Davao, Faculty of Educational Administration and Technology (Philippines)
Rina Kusumawati	Special Education and Early Childhood Education Consultant (Indonesia) (labour market representative)
Florian Lamert	University of Freiburg (Germany) (student expert)

Coordinator:
Vi Le

Alexandre Wipf

AQAS, Cologne, Germany

I.   Preamble

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

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

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

II.   Accreditation procedure

This report results from the external review of the Bachelor's programmes "**Education Technology" (Bachelor of Education), "Non-formal Education" (Bachelor of Education),** and **"Elementary School Teacher Education" (Bachelor of Education)** offered by **Universitas Negeri Semarang (Indonesia)**.

1.   Criteria

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

2.   Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in September 2021. The university produced a Self-Evaluation Report (SER). In July 2022, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

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

AQAS checked the SER regarding completeness, comprehensibility and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 29 August 2022. The final version of the SER was handed in February 2023.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in August 2023. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place on 20-23 November 2023. On site, the experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

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

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 26 February 2024. 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 2024, 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 Negeri Semarang (UNNES) is a public university located in Semarang City, Java/Indonesia. Before changing to a public university in 1999 by presidential decree, the university was founded as the Semarang Teacher Training and Education Institute (IKIP) in 1965. In 2021, UNNES consists of eight faculties (Social Sciences, Education, Language and Arts, Mathematics and Natural Science, Engineering, Sports Science, Economics, and Law) and one graduate school (with 22 Master's programmes and eight PhD programmes). The programmes which are subject to this procedure are located at the Faculty of Education.

According to the self-evaluation report (SER), UNNES has developed an overarching vision and mission to become a university with international recognition. One of the aspects outlined by UNNES is that a well-established quality assurance system throughout the whole university is crucial. Therefore, UNNES has implemented a quality assurance office (BPM) and a quality assurance agency (GPM) to organise the faculties' quality assurance processes. On the university level, UNNES has obtained A-results by the national higher education accreditation board in Indonesia (BAN-PT) and is ISO 9001:2015 certified. Internationalisation is also one of the components that supports UNNES to fulfil its mission and vision. According to the SER, the university outlines that collaboration with more than 50 higher education institutions worldwide is carried out. On a national scale, it is said that the university is amongst Top 20 most popular universities concerning enrolment numbers of students. The three programmes that are subject to this accreditation procedure are part of the Faculty of Education at UNNES. This faculty offers seven Bachelor's degree programmes.

Historically, the study programme "Educational Technology" is the oldest programme of these three programmes in the procedure. The SER states that the programme started as the Department of Curriculum Development in 1965, and became, after some changes, the Department of Educational Technology in 1986. The Bachelor's programme "Non-formal Education" derived also historically from another department (Department of Social Education) and was established in 1965 together with the Teacher Training and Education Institute (IKIP). After several changes leading to temporarily closing the department between 1987 and 1991, it reopened to serve the needs of non-formal education and of people who in many cases are already working. The Bachelor's programme "Elementary School Teacher Education" programme is the youngest programme of the three programmes, being opened in 2007.

IV.   Assessment of the study programmes

1.   Quality of the curriculum

> **Bachelor's/Master's degree**
>
> *The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.*
>
> *The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*
>
> *The curriculum's design is readily available and transparently formulated.*
>
> *[ESG 1.2]*

1.1 Educational Technology (Bachelor of Education)

Description

The study programme "Educational Technology" (ETSP) is a Bachelor's degree programme leading to a Bachelor of Education degree. It consists of 144 national credit points (SKS) and is a four-year programme. The SER outlines that the programme is based on a graduate profile and intended learning outcomes on the programme level. The two profiles for the programme follow, according to the SER, the Indonesian Educational Technology association agreement, the Indonesian National Qualifications Framework (KKNI) and the national higher education standards. The graduate profiles are either to become education technology developers or curriculum developers. It is stated that the programme follows level 6 of KKNI, which is the equivalent to level 6 of the European Qualifications Framework (EQF).

Following the Indonesian model of an outcome-based education (OBE) and the national policy for standards in higher education define that intended learning outcomes on the programme level are differentiated in four categories: Attitude, Knowledge, Generic skills, and Specific skills. These skills can be either achieved by generic courses or specific courses (discipline-specific) within the curriculum. Following this principle, the SER indicates a total of eleven intended learning outcomes on the programme level, out of which six will be achieved by generic courses, one by generic and discipline-specific courses, and four by discipline-specific courses. The general courses cover the attitude field (high standard of morality, honouring values, beliefs, and intellectual property), one of the two knowledge competencies (uphold academic and educational ethics), and the generic skills field (critical thinking and communication, data-based decision-making, and transfer of knowledge). Also, there are courses that impart generic and discipline-specific contributions to the programme in mastering contemporary issues, theories and practices. The discipline-specific intended learning outcomes include the ability to select, determine and implement educational technology theories, to create an appropriate learning environment, to organise educational training services, and to conduct scientific research in the discipline.

The SER contains an annex with the course structure which shows a differentiation between university courses (24 SKS), faculty courses (8 SKS), and study programme specific courses. The university courses consist of "Pancasila Education" (2 SKS), "Citizenship Education" (2 SKS), "Indonesian Language" (2 SKS), "Conservation Education" (2 SKS), "Religion Education" (2 SKS), "Internships" (4 SKS), "Community Service" (4 SKS), and the Bachelor's thesis (6 SKS). The faculty courses include courses in "Introduction to Education", "School Management", "Educational Psychology" and "Counselling Guidance", each worth 2 SKS. The programme-specific part of the curriculum covers 111 SKS and is divided into compulsory and elective courses. It is stated that students have to take all compulsory courses within the first seven semesters, while elective courses shall be taken between the fourth and the eighth semester.

According to the SER, all courses are assigned to a defined number of credits. Based on Indonesian national regulations, one credit of non-practical courses consists of 50 minutes of face-to-face teaching per week per semester, 60 minutes of structured assignments per week per semester, and 60 minutes of self-learning per week per semester. One credit of practical courses consists of 170 minutes per week per semester.

Experts' evaluation

In general, the study programme is designed with manageable workload, which has been confirmed by students during the site visit and its ILOs also correspond to the European Qualifications Framework level 6. On the one hand, it is essential to acknowledge the inherent strength of the current study programme, providing students with a solid foundation for their academic and professional journeys, which has been reflected through a good quality curriculum covering fundamental but essential elements in this field. On the other, this evaluation

sheds light on critical aspects influencing the efficacy of study programme, namely the formulation of intended learning outcomes (ILOs), integration of emerging topics, and visibility of course interactions.

The impression of the experts during the site visit underscores that the existing ILOs at programme level are relatively generic and lack the necessary specificity in the field of educational technology, potentially impeding the cultivation of in-depth knowledge among students. To overcome this limitation, a revision of ILOs is necessary to tailor these outcomes to align precisely with the unique discipline-related characteristics and objectives of the study programme **(Finding 1)**.

Furthermore, the absence of consistently integrated emerging topics within the curriculum is identified as a shortfall, as this study programme concentrates on technology, which is always developed and innovated. To catch up with the current international trend of technology development, it is suggested to update the curriculum by incorporating the latest industry trends and advancements into the curriculum **(Finding 2)**. Recognising the significance of industry relevance, this approach aims to equip students with the skills and knowledge required to promptly adapt to the later professional life.

The experts also recommend a more coherent and visible interaction between courses within the study programme. Based on the SER and the discussions during the site visit, the experts got an impression that the curriculum offers a variety of courses crossing different aspects of this field. However, the rationale and the logic behind the sequence of courses are not adequately and visibly presented. The study programme's management should revisit the curriculum to provide a more reasonable and visible rationalisation of courses **(Finding 3)**. This entails the development of a clear framework that elucidates the interconnections between different courses, fostering a more integrated and streamlined learning journey. By enhancing visibility, students can better acknowledge the synergies between courses, thereby deepening their comprehension of the subject matter.

In addition, the assessment underscores the importance of comprehensive course descriptions. However, when looking closer at the documents, core information such as course content, objectives, or assessment method is found to be incomplete in some places. Consequently, it is required for a thorough revision of course descriptions, incorporating detailed insights into the course's content, the course learning outcomes, assessment methods, and the skills students are expected to acquire **(Finding 4)**. This transparent and thorough approach not only aids students in making informed decisions but also ensures a more effective and engaging learning experience.

In conclusion, the experts advocate for a more holistic approach to the enhancement of this study programme, encompassing more well-tailored ILOs, dynamic curriculum updates, and improving the visibility of course interaction. The successful implementation of these recommendations promises to elevate the overall quality and relevance of the study programme, aligning more closely with the evolving needs of both academia and industry.

Conclusion

The criterion is partially fulfilled.

1.2 Non-formal Education (Bachelor of Education)

Description

The SER states that the Bachelor's degree programme "Non-formal Education" (NESP) is composed as a 144-credit point programme with a duration of four years. The programme works with a graduate profile based on the association forum of the Association of Non-formal and Informal Education Academics (IKAPENFI) and the Indonesian Qualifications Framework (KKNI). The programme leads to a "Bachelor of Education" degree,

which is equivalent to level 6 of KKNI. The SER outlines that two possible graduation profiles can be chosen by students as either educators or education managers. The SER states that the compilation of these profiles is based on internal and external input.

As described above, the graduation profile is translated into intended learning outcomes on the programme level. These are differentiated into four categories: three attitude competencies, three knowledge competencies, two general competencies, and two specific competencies. These are either achieved by the general courses or the discipline-specific courses. The ILOs are said to be achieved by seven general courses cover religious and moral ethics, high concern for the society and the environment, the demonstration of work ethics, an understanding of the basic philosophy of social science theory including sociology, psychology, economics, and education development, an understanding of learning strategies and the role of technology, and the capacity of using critical, systematic and innovative thinking. The discipline-specific ILOs (three) include the capacity of implementing, evaluating and developing learning activities in adult and family education, the ability to design and manage non-formal education programmes, and the capacity of building partnership networks with other non-formal education institutions.

The SER includes an annex with the course structure which shows a differentiation between university courses (38 SKS); faculty courses (8 SKS) such as Introduction to Education, Guidance and Counselling; and study programme specific courses which are compulsory (88 SKS) such as Character Development, Basic Principles of Non-formal Education, Adult Learning Psychology, and so on; and 20 SKS of programme-specific elective courses. This overview shows that the study programme consists of 53 courses.

According to the SER, all courses are assigned to a defined number of credits. Based on Indonesian national regulations, one credit of non-practical courses consists of 50 minutes of face-to-face teaching per week per semester, 60 minutes of structured assignments per week per semester, and 60 minutes of self-learning per week per semester. One credit of practical courses consists of 170 minutes per week per semester.

Experts' evaluation

Overall, the programme offers a very well-structured and sustainable programme that is presented comprehensively and thoughtfully. The curriculum meets the European standards and its ILOs on the programme level are in line with the European Qualifications Framework level 6. There is a reasonable distribution between general and specialised courses in the curriculum. Given the scope of a Bachelor's degree, the experts find it understandable that the range of courses is quite extensive with the large number of introductory courses. It can also be explained by the variety of possible fields of work for which the programme prepares, including the following areas: human resources training, early childhood, social work, and community empowerment facilities. According to the stakeholders, the programme and its curriculum have been proved to be successful and compliant with the labour market's needs. The concern that the knowledge remains superficial has been counteracted by specialisations and deepening options presented in the curriculum, some of which also relate to the specific fields of work.

Nevertheless, the curriculum of this programme appears to have the same problem regarding the sequence of courses as mentioned in the evaluation of the programme Educational Technology. Therefore, it would be desirable to clarify the existing connections between the various courses in the structure of the curriculum and its structure in the study regulations. The curriculum should be better mapped, and the interaction between subjects should be better rationalised **(see Finding 3)**.

The fact that teaching methods are partially reflected in the curriculum does not have to be a disadvantage, as it opens up possibilities for variation and room for improvement and didactic innovations. But of course, this is necessary to be precisely recorded in the written document, namely the course descriptions, as some core information including teaching methods is found to be incomplete in this document, calling for a thorough

revision **(see Finding 4)**. For example, no teaching/learning methods are specified from course 47 onwards. Additionally, it is not conclusively clarified whether empty fields under "Preconditions" actually mean no prerequisites or whether they may need to be added. If no prerequisites need to be met for a course, it is recommended to explicitly state "no prerequisites" at this point. Furthermore, for the respective programme, the ILOs for each course level, as well as the type of course (mandatory/elective) and the module coordinators, should be added.

UNNES sees conservation as a kind of cross-sectional task in relation to both the environment and culture or the various cultures that exist in Indonesia and the experts highly appreciate this concept. According to the lecturers, multiculturalism and diversity also play an important role in the Formula Education course. However, the inclusion of these areas in the course seems to lack a scientific approach as well as an explicit consideration of the diversity-related dimensions such as age, genders, disabilities, etc. This should be given greater consideration in the future, given the areas of responsibility for which the course prepares students **(Finding 5)**.

Conclusion

The criterion is partially fulfilled.

1.3 Elementary School Teacher Education (Bachelor of Education)

Description

The Bachelor's degree programme "Elementary School Teacher Education" (ESTESP) is a four-year programme with a total of 144 SKS. The curriculum is based on a graduate profile and designed to enable students to take positions as educators, researchers, practitioners or educational consultants. Following the SER, the graduate profile is based on input from different stakeholders like graduates, professional associations, or the labour market. The programme is said to comply with the Indonesian Qualifications Framework level 6. The graduate profile relates to the intended learning outcomes on the programme level. As stated above for the two other programmes in this cluster, the ILOs are differentiated into four categories. The programme lists in total 15 ILOs out of which eleven are achieved by general courses, and four are achieved by discipline-specific courses.

The generic ILOs cover a religious attitude, ethical behaviour, a Pancasila education-based life considering the diversity of cultures, the mastering of education theory and concepts including competencies in Indonesian language, mathematics, science, social sciences, civic education, cultural arts, sports and health, the mastering of curriculum concepts, approaches and strategies, and basic research abilities. Furthermore, graduates of the programme will be able to apply critical thinking, independent and group work results, and maintain a professional network. The programme-specific ILOs include the ability to apply theories and concepts in the light of elementary schools, and the development of curricula, approaches, strategies or methods.

The SER includes an annex demonstrating the relationship between the ILOs and the courses. All courses are assigned to a defined number of credits. Based on Indonesia's national regulations, one credit of non-practical courses consists of 50 minutes of face-to-face teaching per week per semester, 60 minutes of structured assignments per week per semester, and 60 minutes of self-learning per week per semester. One credit of practical courses consists of 170 minutes per week per semester. The study programme consists of 77 courses with 145 SKS, including university courses (34 credits), faculty courses (8 credits) such as Introduction to Education, and discipline-specific courses (103 credits; 99 SKS compulsory and four SKS electives) such as Elementary School, Elementary School of Fine Arts Education, Indonesian Language Skills, and Educational Sciences.

Experts' evaluation

The graduate profile of the study programme Elementary School Teacher Education (ESTPSP) is defined as those who are donated with the skills necessary to perform the duties of (1) a teacher, (2) a researcher, and (3) an educational practitioner or consultant. The intended learning outcomes meet the level of a Bachelor's degree in the European Qualification Framework (level 6). Subject knowledge, pedagogical knowledge, and knowledge on child development, three core knowledge bodies universally accepted as essential for teachers of young children can be found in the list of ILOs. As inclusion of children with special needs in regular class-rooms is being endorsed in educational settings as part of a state policy, it is important to consider the teachers' knowledge and skills necessitated in this area **(Finding 6)**.

Although "educational practitioners and consultants" are one of the graduate profiles, no learning outcomes are developed in direct relation to the educational administration and school leadership. The listed learning outcomes "Q7 Mastering the concepts and techniques of guidance and counselling services in elementary schools", and "KK7 Able to apply counselling guidance services in elementary schools" signal an expectation that graduates could assume the position of a school counsellor. However, educational counselling is a separate field that requires years of theoretical and practical training, while the two ILOs aforementioned only refer to the level of basic education units in the field of education managers, extra-curricular coaches, learning implementation evaluators, and developers of media and learning resources. Through discussions with the lecturers, the experts also gained an impression that the knowledge in child development, behaviour management, and child mental health is to help future teachers to provide counselling services. Therefore, the graduate profile should be revisited to make sure that it is linear with the current intended learning outcomes **(Finding 7)**. Additionally, the experts have another suggestion that if the study programme wants to develop a non-teaching career path, the ILOs should be revised to explicitly indicate two tracks of profile: teaching track and non-teaching track, and the curriculum should be modified accordingly to accommodate these two tracks by e.g., offering different specialisations. This is only a suggestion of the experts that the study programme can consider for the future development.

Curricular revisions are made every four years university wide. During that process, ESTESP lecturers provide input using their scientific background; collect data from various stakeholders via surveys and casual interviews; consider recommendations by the Indonesian ESTE Lecturer Association (HDESTEI); and accommodate the conservation focus of the UNNES and the Higher Education Institution requirements. Thus, the most recent revisions included adoption of the Independent Learning Campus Merdeka (MBKM) policies, a focus on Technological Pedagogical Content Knowledge (TPACK) and introduction of entrepreneurship skills as proposed by the labour market representatives. Some survey data are presented in the documents, though in Indonesian, and show that labour market representatives are mainly satisfied with the profile of the graduates but recommended more focus on the improvement of English language skills. This finding is parallel to that of the discussion session the experts had with the labour market representatives, but a need for cultivating technology skills was also emphasised. An annual survey of the graduates in terms of satisfaction from the programme and university, self-efficacy and competences, weaknesses and strengths, and recommendations would be beneficial. This recommendation, however, seems to be congruent with the department and the faculty as well as the UNNES mission statements.

The curriculum is comprised of the university- and faculty-wide required courses and subject specific courses. The subject knowledge courses are set to be the prerequisites for the pedagogical ones; research, statistics and seminar are to be for the thesis. By its nature, ESTESP is an interdisciplinary one that inevitably finds its reflection in the curriculum. Whether a course delivered asynchronous and synchronous is specified in the syllabus. A course packet provides the list of all the courses in detail with information regarding whether they are elective or required, address the general or specific skills, their relation to the learning outcomes, and credit hours. However, linkages between each course and the programme learning outcomes are not meticulously

made as in the example of the research method course being linked with the ILOs Q7 and KK7. Thus, similar to the other two programmes above, the curriculum of this study programme should be better mapped and the rationalisation of courses should be made more visible **(see Finding 3)**. Furthermore, the experts read through the course descriptions and found out that the document needs serious editing, as in its current state, some parts are still incomplete and incomprehensible for the international readers **(see Finding 4)**.

Considering the nature of the courses from theoretical to pedagogical ones, all could make room for practice in order to reach advanced levels of learning, it would not be a baseless concern that two credit hours allocated to the majority of courses in the curriculum might prevent in-depth learning. Additionally, under the umbrella of "science", there are various fields from biology to physics supposed to be taught. Nevertheless, in the curriculum, there is only one general science subject course designated to set the basis for science education, limiting the subject knowledge students should gain in order to provide best learning experiences of science for children. The experts recommend that more in-depth knowledge should be embedded in courses related to "science education" **(Finding 8)**.

The seventh semester is devoted to the student teaching (PLP). PLP guideline is prepared in clear detail and readily available. In order to be able to enrol in PLP, students must be active students; have successfully completed the Basic Education Course (MKDK) group which includes Introduction to Education, and Educational Psychology, School Management, and Counselling Guidance; obtained a minimum study load of 90 credits; and received at least B as a passing grade from the Micro teaching/microlearning course. Total hours of PLP are said to be equivalent to five weeks.

Overall, the curriculum was developed in an effective way to help teacher candidates acquire knowledge, skills, and attitudes that are expected from an elementary school teacher in many parts of the world. The amount of information covered in the curriculum document is admirable.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

> **Bachelor's/Master's degree**
> *The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*
> *A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*
> *The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*
> *Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*
> *[ESG 1.1, 1.7 & 1.9]*

Description

Following the national policies for the quality assurance of higher education programmes in Indonesia, UNNES states that an internal and external quality assurance system has been implemented for all study programmes. In 2015, the university implemented the ISO 9001:2015 quality management system. The quality assurance system of UNNES follows a continuous cycle, including quality standard setting, quality standard implementation, quality standard control, and continuous improvement. As a result of this system, UNNES has developed

several instruments, policies, or manuals to assure the quality of its programmes, focusing on the values in education, research, and community service of the programmes (academic policy), on the quality of the graduates (quality policy), and the implementation of the quality management system (quality manual). It is described that UNNES uses more than 30 quality procedures for the programmes for the whole student-life cycle (from admission to graduation). These instruments aim to enable the faculty and study programme leader to monitor and further develop the study programmes. Furthermore, the SER includes evidence on the teaching and learning process, the evaluation of research output, teaching and research facilities, and student's progression (including GPA, attendance, classroom activities, school field introductions, meetings with academic advisors, and information on the thesis).

One of the key aspects is the evaluation of teaching and learning processes. The monitoring procedures, which apply to all programmes in this cluster, include the availability of teaching materials (conducted through the SIKADU programme), the number of lecturer and student meetings (monitored through the Mulang programme), the student advisory sessions (SIBIMA) and the student thesis monitoring (SITEDI). As outlined in the SER, UNNES keeps track of the lecturer evaluation, which students hand in at the end of each course. These evaluations are based on the lecture materials, didactical competencies, and quality of the course. The results of these evaluations will be analysed and shared with the teaching staff of the respective courses. The SER indicates that the university uses an integrated academic system (called SIKADU 2.0), which teachers can use for the internal management of the courses (attendance, timetables, grading of students). Furthermore, the class attendance, class activities, internship reports, and the examination for all courses can be monitored by the systems used at UNNES.

Also, it is outlined that periodical review with programme-specific stakeholders is carried out. This covers workshops involving stakeholder representatives, policymakers, and similar programme leaders. A review of the curriculum takes place at least every four years, if needed, even every two years. The feedback also includes the relevant infrastructure, laboratories, IT facilities, and student services.

With instruments focusing on the research output, the university focuses, on the one hand, on how study programmes interact with the community and on the other hand, on the question of how latest research developments are integrated into the teaching activities for the respective programme.

Experts' evaluation

In the examination of the Quality Assurance (QA) processes within the academic institution, the general impression is that UNNES has a quite well-structured QA system across all levels (university, faculty, and study programme). That fact that QA processes are being taken seriously at UNNES proves its priority in constant enhancement of education quality, aiming to become an educational institution on international level, which is highly appreciated by the experts.

However, some critical aspects should be mentioned for further improvement of the QA procedures. First, from the discussions during the site visit, the experts observed that different kinds of data have been collected and shown to the experts when asked for. In the experts' opinion, the analysis of collected data still remains quite superficial, leading to the situation where problems cannot be thoroughly solved. For example, the study programmes presented the dropout rates to the experts but could not explicitly define the reasons behind as well as the according solutions. It is therefore recommended to document and analyse the data collected during the QA more meticulously and congruently, especially data on the dropout rates **(Finding 9a)**. Detailed analysis of dropout rates should be able to discern patterns and potential contributing factors, enabling the institution to formulate targeted strategies for improvement. Furthermore, the collaboration between various levels, including university, faculty, department, and study programme, in terms of data analysis should be reinforced to implement a standardized communication and coordination framework, fostering a more collaborative approach to data analysis and decision-making **(Finding 9b)**. To complement, being one of the most well-

established faculties at UNNES, the Faculty of Education could collect its own data for various purposes and run tracer studies, so that rather than relying on the limited data provided by the university, information peculiar to the teacher education and the programmes itself could be obtained.

Furthermore, another key observation pertains to how well meetings with the labour market are structured. Through the SER and the discussions, the experts learnt that there were exchanges between the study programmes and the labour market about the development of study programmes and curricula. Thereby, the study programmes can get valuable insights of industry demands and make appropriate changes into the curriculum, which was confirmed during the site visit. The meetings, however, are still lacking a formal structure, where the labour market representatives cannot only provide their feedback and suggestion for improvements, but can also be updated with measures taken by the university and study programmes. More structured and formal meetings should be able to accommodate the objectives mentioned and more beneficial to the documentation on feedback, suggestions, changes, or improvements **(Finding 10)**.

In conclusion, the successful implementation of these recommendations is poised to strengthen the overall QA processes within the institution. Through enhanced data documentation, analysis, communication, and more formalised meetings with the labour market, the institution will be better equipped to provide a high-quality education that not only meets academic standards but also aligns with and anticipates the dynamic needs of the industry.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

> **Bachelor's/Master's degree**
> *The delivery of material encourages students to take an active role in the learning process.*
> *Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*
> *Assessment procedures are designed to measure the achievement of the intended learning outcomes.*
> *[ESG 1.3]*

Description

Learning and teaching

The Academic handbook gives insights on the implementation of teaching and learning activities at UNNES. For the programmes, an active role in the learning process is taken by students especially in discussions, problem-based learning activities, and courses that focus on smaller research projects. The SER specifies that the programmes include different learning methods, e.g., case studies, problem-based learning, problem solving-based learning, project-based learning, simulations, group discussion, presentations, or assignments. It is stated that the quality assurance mechanisms focus on a student-centred teaching and learning approach in the courses. The university has implemented that teaching staff can offer face-to-face and online learning methods. While face-to-face session are scheduled, teachers can use the learning management system ELENA to provide online teaching to the class. Although this platform was already in place before 2020, it is stated that this was especially valuable during the COVID-19 lockdown. Teachers can use the system to upload documents, provide additional materials or attach questionnaires. Being recently introduced into the Indonesian higher education system, the so-called MBKM option ("Independent Campus, Freedom to learn" or "Independent Learning Campus Merdeka") takes an important role in the teaching and learning process. This

option allows students to take courses outside their set curriculum. This may include student exchange, internships, work practice, teaching assistants, research, or thematic community services.

Assessment

Regarding the assessment type of courses, the SER states that the approach and the examination type highly depend on the course level's intended learning outcomes. In general, there are two types of examination: a paper-based examination, and a performance-based examination. While typically theoretical courses will have a paper-based examination, a performance-based examination or a project will be used in course that combine theory and practice. The final project includes an oral defence. Students will have to present their scientific paper, and the examiners will raise some questions for a deeper understanding. These examination types are clarified in the UNNES Academic Handbook.

UNNES uses a predefined final scoring formula to calculate the final score for each course. This formula is based on the score of continuous assessment (so-called daily score), mid-term result, and the result of the final examination. Students need to score a minimum of 51 out of 100 to pass a course. The higher education institution outlines that students have the chance to appeal against the examination results. If a C Score or lower (65 out of 100 points) is obtained, the lecturer can automatically provide a re-sit option for the examination. It is stated that this re-sit option can either be the same examination method or writing a scientific paper. Appeals concerning the final score can be done within one month after the final score was announced. The flow of the procedure is shown in the Quality Procedure Manual.

Experts' evaluation

During the site visit and corresponding discussions with various stakeholders, the expert panel was convincingly informed that the three programmes to be accredited already exhibit a high level in many respects. Specifically, the overall high cross-status group acceptance of the three curricula should be emphasized. There was also a high degree of constructive cooperation between the deanery and faculty, as well as between the faculty and student representatives/alumni and labour market representatives. The programme managers express a strong willingness to incorporate feedback of relevant stakeholders into the existing curricula, which has been consistently implemented for several years through meetings and workshops with them. The motivation of instructors in all three programmes for high-quality and student-centred teaching is particularly positive and is valued within the faculty. These aspects provide a very good foundation for the implementation of high-quality education.

The teaching and learning methods used in the three programmes appear suitable in their methodological breadth at the level of individual courses for both adequate performance assessment and comprehensive assessment across courses The teaching methods prove to be diverse as informed by the teaching staff during the discussions. In addition to group discussions, presentations and written work, it also contains case studies and, above all, projects that were impressively demonstrated and can lead to remarkable results. The number of respective examination performances seems very high for all three programmes due to small courses and multiple performance assessments per course compared to some higher education systems in the European higher education area. However, this is due to national regulations and the students also confirmed during that site visit that the workload was manageable. The resulting workload is considered appropriate by the students; a full-time study of the three programmes entails an average workload of 30-40 working hours. A high amount of workload is dedicated to compulsory attendance events, amounting to 6-8 hours per day, according to students. Self-study time is accordingly less but is manageable due to the high presence and close supervision of students by instructors during the remaining time.

For the "NESP" study programme, the presented and discussed examination forms are diverse, competency-oriented in terms of performance assessment, and aligned with the ILOs of individual events. Due to the above-

mentioned shortcomings in the curriculum structure/course descriptions for "ETSP" and "ESTESP", it is not viable to give the similar statement for these two programmes (see Finding 4). However, it should be noted that instructors in these programmes also seem to have a high awareness of a diverse and course-level-appropriate form of performance assessment.

The practical relevance of the three programmes is perceived as very high across status groups; only minor adjustments to the programmes were desired by different groups. These included modules with specific expertise for different areas, longer practical phases, more internationalization, comprehensive exercises in public speaking, copyright (all programmes), and other programme-specific notes such as more extensive courses in eco/technopreneurship (ETSP/NESP) and more extensive knowledge in school administration (ESTESP). The managers of the three programmes were also very open to suggestions in this regard and appreciated proposals from the expert panel. In this context, students also communicated that instructors responded to the wishes of the respective groups, and course content is continuously adjusted to current needs over time.

The connection of theory and practice was universally assessed as very positive, a perception shared by the expert panel. The curricula of the three programmes appear highly suitable in this context to train competent graduates in their respective professions. Furthermore, the aspect of volunteering in the form of community service is very prominent in all three programmes due to national regulations, resulting in a significant transfer of university knowledge into society.

Regarding examination regulations, there were some uncertainties during discussions with lecturers, which could be clarified through a re-reading of the provided study documents. It was revealed that not all lecturers were aware of the regulations for exam retakes, particularly regarding academic policies such as the number of times a student can retake examinations. Consequently, there are different and incorrect assumptions circulating. An examination regulation is in place and a written fixation of the regulation has been done by the faculty, but it seems that this is not yet fully known to the lecturers. It is therefore essential to communicate the relevant regulations to the lecturers by the faculty so that students can receive correct information on any inquiries **(Finding 11)**.

Other examination regulations seem to be provided to students in an appropriate manner online. Students mentioned that early information about the examination location and time is communicated online through ELENA, and all other materials and information are provided by instructors through this learning portal in a timely manner. The different examination forms are also known to students and are communicated no later than the beginning of the semester. If students are dissatisfied with their examination results, a complaint is possible, and the necessary structures for this are documented and established. Among other things, students have the opportunity to retake an examination at this point to achieve a potential improvement in performance. Instructors from various programmes referred to an average very high pass rate in their respective courses. However, the expert panel could not be provided with numbers to substantiate this. Suitable procedures for compensatory measures, illness, etc., are documented and provided online equally for all three programmes. In this context, instructors also referred to a deaf student in the department, whose disability is currently appropriately addressed.

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification

> **Bachelor's/Master's degree**
> *Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*
> *[ESG 1.4]*

Description

The admission procedures for the programmes which are assessed in this cluster follow national regulations which have different levels: the national selection of state universities (SNMPTN), respectively the joint selection of state universities (SBMPTN), and independent selection procedure at UNNES (SM-UNNES). While SNMPTN and SBMPTN are based on the state university entrance examination results, SM-UNNES is applicable for students with extraordinary achievements in sports or arts and who have passed an English language plus an academic potential test. Furthermore, these students must provide evidence that tuition fees and expenses during the study periods will be covered. The higher education institution publishes the different possibilities to enrol at UNNES on its homepage.

The SER shows data on the applicants for the respective programmes and students enrolled in the programmes for the last five years . The data show that the programme's enrolment quota has been stable for the programmes without any significant dropdown in the last years. Following the instruments as mentioned above for quality assurance of the programmes, the teaching staff and the programme management can use the internal platforms to monitor students' progression. The current numbers of students are 442 (180 male and 262 female) for Education Technology, 348 (47 male and 301 female) for Non-formal Education, and 2,134 (551 male and 2,373 female) for Elementary School Teacher Education.

Within the MBKM (Independent Learning Campus Merdeka) option, students have the chance to add courses outside the university to their curriculum. This includes internships, projects, and teaching experience. Also, students may use this option for third mission activities. However, the SER does not include an overview about cooperations with international higher education institutions.

UNNES aims to support all students to participate in national and international competitions. The results and certificates of these participations can be uploaded to the electronic student file as an additional achievement. After completing the respective study programme, graduates will receive documents that describe the student's qualification and competencies. They will receive the degree certificate, transcript of records and the diploma supplement. Examples are annexed to the self-evaluation report.

Experts' evaluation

The experts note that there are formal requirements for admission, and specific prerequisites for study programmes should be clearly defined and readily available to prospective students. This information is found on the university's official website, and in admission brochures. Additionally, the selection procedures follow defined criteria and steps, which are transparent and accessible to prospective students. This ensures fairness and equal opportunity in the admission process. UNNES gathered data on the admission procedures of past cohorts, as evidenced by data for 2017-2022 presented during the visit. This information is valuable for evaluating the effectiveness of the admission process and making improvements. The number of applicants showed a wide range of interests and a stable cohort for students of UNNES and its academic programmes.

During the site visit, it was noted that the university has recognition mechanisms such as a clear programme of study and academic records in place to facilitate the mobility of students and provide evidence of academic progress. This documentation helps students plan and document their studies when participating in exchange

programmes or studying at different institutions. From the first semester, each student is assigned an academic supervisor and they meet each other at least three times per semester to consult on study planning and other academic issues. This ensures optimal study planning, especially when the written documents cannot explicitly explain to the students content wise. Any problems that arise can be identified and dealt with in a timely manner. Special needs of individual students, such as disabilities, can also be taken into account at the beginning. The good atmosphere in the relatively small course ensures optimal support for the students.

The evaluation of the MBKM programme recognizes its intrinsic appeal and commitment to holistic learning and skill development. Notably, the experts observe with commendation the consistently high quality of applicants to Universitas Negeri Semarang (UNNES), reflecting a strong interest and dedication among potential students. However, despite the programme's merits, there is still room for improvement, which is observed through the insufficient transparency in communication between study programmes and students. The experts recommend the implementation of a comprehensive communication strategy to address this, ensuring that information regarding the programme's structure, assessment methods, and progress is disseminated to students clearly and consistently through diverse channels **(Finding 12)**. For example, the university can use the website as a tool to explicitly explain the MBKM programme to facilitate students and possible external stakeholders to find information about the process and what forms of collaboration can be created in line with the MBKM programme. The MBKM programme holds great promise and the recognition mechanism is also in place to facilitate students when attending the programme. The experts believe that addressing the issues aforementioned would be helpful for its successful implementation.

The final degree offered upon completion of the study programmes is a Bachelor of Education (S.Pd.). Students who successfully complete the coursework by the eight semesters engage in thesis work. Upon completion of the thesis and its approval, the degree is awarded. Graduates receive documents providing transparent information on the performance and qualifications gained, namely the degree certificate, transcript of records and the diploma supplement. Presented in their transcript of records details learning outcomes, national context, level, and status of the studies. This promotes transparency and aids graduates in presenting their qualifications nationally and internationally.

Conclusion

The criterion is fulfilled.

5. Teaching staff

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

Description

Following national regulations, the recruitment systems at higher education institutions in Indonesia are identical at all Higher Education Institutions (HEIs). The requirements describe the prerequisites of applicants covering applicants' educational background, expertise, and experience. It is stated that the minimum academic qualification for a lecturer is a Master's degree, while for other academic staff members it may vary depending on the needs of the programme. Lecturers at UNNES can be divided into three different status types: Civil

Servant Lecturers (PNS; called permanent lecturers), Contract Lecturer, and Adjunct Lecturers (both declared non-permanent lecturers). It is stated that the overall workload of teaching staff is evaluated annually. The workload includes not only time for education, but also time for research and community service. University-wide, the lecturers have to perform a minimum workload which is an equivalent to twelve SKS. In case lecturers work more than this equivalent, they will get a bonus in remuneration. The general teaching workload for full-time lecturers is 38 working hours per week (for civil servant lecturers), which refers to twelve credit points. The documentation states that the average time of teaching working load (including teaching, research, and teaching load) is around 19 SKS (Education technology), 14-15 SKS (Non-formal education), and 17 SKS (Elementary Teacher Education). In case of changes in the teaching body due to retirement, it is stated that the process to replace this person starts six years before the actual retirement to use the knowledge and expertise and continuous development within the teaching body.

The SER outlines that UNNES supports the teaching staff to participate in several career development possibilities. The possibilities cover degree-related development options (support for PhD studies) and personal development plans. The support is organised by heads of study programmes and faculty leaders. UNNES offers lecture management and method training programmes that focus on an applied approach in teaching concerning the professional development of staff. This is carried out as workshops and training. Discipline-related and competency-related development of staff (including non-academic staff) is carried out by providing training and workshops at UNNES and outside the higher education institution. This includes ISO certified training and workshops to administrative staff.

The Bachelor's degree programme "Educational technology" has, according to the SER, one full professor, four associate professors, three assistant professors, and eight lecturers. The overview presented in the SER shows that currently six people are PhD holders and ten are Master's degree holders.

The Bachelor's degree programme "Non-formal education" is taught by 15 people, including three full professors, six associate professors, three assistant professors, and three lecturers. The programme has seven PhD holders and eight Master's degree holders.

The Bachelor's degree programme "Elementary School Teacher Education" has eleven associated professors, 23 assistant professors and 14 lecturers. The overview shows that eleven are PhD degree holders and 37 are Master's degree holders.

Experts' evaluation

Through the site visit, the experts are quite impressed by the motivation and commitment of lecturers. The composition of professors and other teaching staff generally appears appropriate. In addition to formal training programmes and regular continuing education offerings, there is a teaching quality assurance process, in which lecturers are initially accompanied and supported by senior colleagues.

Nonetheless, there could be potential for a higher count of professors or positions equivalent to professorial level, particularly within the programme with the largest number of students, namely Elementary Teacher Education. Owing to national regulations, it seems challenging to promote qualified individuals to the position of professor. However, it is worth supporting efforts in this regard. Moreover, there is generally a low percentage of lecturers with PhD qualifications, which is common in the Indonesian higher education system. For Bachelor's degree programmes, teachers with Master's degrees are considered sufficient, but there is room for improvement where the university should offer and support more training opportunities for them **(Finding 13)**. As informed during the site visit, many lecturers revealed their wishes to have a faster track of promotion and gain more intensive support from the university.

The burden on lecturers with teaching tasks and associated obligations varies depending on their status and employment contract; but it is generally a very high workload. The teaching duties alone vary between 12 and

18 SKS, plus other tasks such as counseling, mentoring, or supervision of internships. Since the university aims to make a stronger profile as a research university and to create a closer connection between teaching and research, there should definitely be opportunities to improve the situation and make more time available for research. Hence, the university must develop a comprehensive plan to support and address the current heavy workload of the teaching staff **(Finding 14)**. By implementing measures to balance teaching and research responsibilities, the university will be able to enhance the overall academic environment, fostering a conducive environment for both teaching and research pursuits. This proactive approach not only benefits the teaching staff, but also contributes to elevating the university's reputation and academic standing on a broader scale.

As one of the university's goals is to become internationally recognised, it is recommended to intensify opportunities for international exchange. Lecturers should be given the opportunity to take part in international conferences and workshops, to conduct such conferences themselves and to work at universities abroad for a limited period of time **(Finding 15)**.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

> **Bachelor's/Master's degree**
> *Appropriate facilities and resources are available for learning and teaching activities.*
> *Guidance and support are available for students which includes advice on achieving a successful completion of their studies.*
> *[ESG 1.6]*

Description

Being a public university, the Ministry of Education and Culture of the Republic of Indonesia funds the learning facilities for the programmes. The programmes' relevant budget is distributed from the UNNES budget to the faculty budget, and then to the respective programmes. In general, the budget focuses on three pillars (teaching, research, and community service).

All programmes can use classrooms, reading rooms, laboratories (if needed), meeting rooms, study management rooms, thesis examinations rooms, and public facilities. The classrooms have different sizes and include supporting facilities, such as desks, blackboards, computers, sound systems, LCDs, and air conditioners. All classrooms have access to Wi-Fi as a support to the e-learning process. Apart from facilities, students have access to several multipurpose buildings, libraries, the UNNES health centre, places of worship, sports centres, student dormitories, entrepreneur buildings, counselling and career services, computer laboratories, language villages, or student activity centre buildings. In the following, study programme-related facilities will be described, but these are always shared with other programmes in the respective faculty.

The documentation provides information on the programme-specific library and laboratory situation. In general, literature is available by an automatised system. Furthermore, students have access to regional and public libraries, national and international journals. It is said that all three programmes have a reading space including digital and hard copies of discipline-specific literature. According to the SER, the Bachelor's programme "Educational Technology" has around 4,700 titles, the Bachelor's programme "Non-formal Education" has 4,400 titles, and the Bachelor's programme "Elementary School Teacher Education" has around 7,000 titles.

To support the learning of students, UNNES' resources offer three laboratories and one practice studio for the Bachelor's degree programme "Education Technology", including a cinematography and photography studio, an animation and graphic design studio, and a multimedia laboratory. The Bachelor's programme "Non-formal Education" has a multimedia laboratory, an entrepreneurship laboratory, and a micro-teaching laboratory plus training spaces for public relations, teaching media development, digital production or computer activities. The Bachelor's programme "Elementary School Teacher Education" has eight laboratories, including a science, mathematics, arts, language or teacher training laboratory.

To provide support of students from the beginning, all study programmes have implemented orientation programmes for new students at UNNES. They will be provided with the academic guidebooks, which gives them information on UNNES, the faculty, and the respective study programmes. Students will be assigned with an academic adviser to assist them concerning academic and non-academic matters at the beginning of their studies. The advisory session with students will happen four times per semester, and the result of these sessions are uploaded on the student guidance and information system in order to be able to follow up on specific topics or issues.

International students are supported by several university entities, such as BIPA programme (Indonesian Language for Foreign Speakers). Both national and international students have the possibility to attend the career development and counselling centre. As stated in the SER, students can improve their qualifications and competencies through non-formal or informal activities.

UNNES uses a university-wide system for all courses, which defines that per semester students have 16 meetings per course (including mid-term and final examination), with 50 minutes for each credit point. The Academic handbook outlines all courses' general structure, the possible learning and teaching methods, and defines the relationship between hours and credits allocated to each course. The organisation of the curriculum guaranteeing an avoidance of content overlap is delegated to the Centre of Curriculum Development and Educational Innovation. It is stated that each study programme creates on its programme level a so-called cluster of expertise, which has the task to secure this avoidance. This cluster of expertise regularly discusses with relevant external stakeholders, e.g., professional associations or graduates, the content of similar programmes. The Information and Communication Technology UPT is responsible for developing a course schedule system to avoid a time clash of courses.

Experts' evaluation

The equipment of the university/faculty in student support, as well as material and immaterial resources, was perceived very positively by the expert panel. The buildings, seminar rooms, library, and others visited were appropriately equipped, with students also mentioning good study conditions on campus. The presence of academic advisors was considered of high value by students in this context, as it has a strongly positive impact on academic success. Generally, there is an adequate provision of resources for all three programmes; there were no indications of any deficiencies. The provided material resources are also suitable for achieving the ILOs of the three study programmes. The size of the learning spaces is also suitable for effective content delivery, as confirmed by the expert panel during visits to two different classes.

The availability of study documents for the individual programmes is ensured through the ELENA learning platform, and additional course information is also communicated verbally by instructors at the beginning of the semester. UNNES through the three faculties have been taking some small steps to ensure the implementation of "Inclusion and Diversity" to work well within the academic community, such as counselling, mentoring and academic support, that are accessible and inclusive for all students; UNNES also offer some workshops and training sessions that promote inclusion, cultural competency, empathy and understanding. The expert panel suggest some specific measures for promoting inclusion and diversity more effectively. For example, UNNES can establish comprehensive anti-discrimination policy in place that explicitly prohibit

discrimination and harassment in all forms. It is essential to make sure that these policies are well-communicated and easily accessible to all students, staff and faculty. In addition, the university could increase the collaboration partnership with other education institutions that have implemented inclusion, diversity and special education in their curricula to benchmark in the implementation.

The UNNES academic team is also active in collaborating with educational institutions around Central Java and Jakarta. This aims to pave the ways for the students and academic team to conduct internship, community service activities, research collaboration and independent campus activities. In early December 2023, the representatives from the dean's team had visited several educational institutions, such as Open University of Indonesia, Beacon Academy school. On International side, UNNES has collaborated with Monash University in 2023 and planned to have the collaboration with Tohoko University, University of Queensland, University of Shefield, University of Melbourne, Latrobe University, Malaya University, Malaya Islamic University of Science, Worchester University, and Osaka University in 2024.

In addition to the numerous commendable aspects related to spatial and material infrastructure as well as student support, the area for development for the faculty or the university as a whole should be mentioned at this point. In particular, the degree of internationalisation, measured by the numbers of incoming and outgoing students, appears comparatively low. The university leadership is making efforts to address this issue, but there are various obstacles that significantly hinder the improvement of the current situation. One obstacle is the limited number of scholarships available for students to apply for, leading to strong competition for very limited financial support. The independent organisation of study abroad experience is currently made more difficult by a lack of cooperation agreements with other universities due to mutual tuition fee requirements. The recommendation for the university is to focus on expanding collaborations with other universities as part of further internationalisation efforts, resulting in research collaborations and written agreements (Contract Agreements) for mutual student exchange. A stronger coordination at the university, faculty, and programme levels is also recommended, as inconsistencies were noted during the discussions **(Finding 16)**.

Conclusion

The criterion is fulfilled.

7. Information

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

Description

The necessary information on the study programmes can be accessed primarily on the homepage of the higher education institution; however, the programmes are also advertised on social media. Students have access to the intended learning outcomes, course descriptions, and course information via the online platform when being enrolled. General information on the overall structure is provided in the Academic Handbook, which is regularly updated. Furthermore, UNNES publishes all necessary information concerning the admission regulations (including the different paths) the qualifications awarded, and the teaching, learning, and assessment procedures for the respective study programme.

Experts' evaluation

UNNES provides information which are easy to be understood by the website's readers, either general information about the university or information related to each programme. General university information is also connected to other social media, such as the YouTube channel and Instagram account of UNNES. The website also explains the procedures for the registration of the new local and international students, short course non-educational-programme, collaboration and so on. The latest news posted on the website is also regularly updated. However, the expert panel recommends that the English version of all relevant websites should be well-maintained, as some sections are found inconsistent between the titles and contents **(Finding 17)**. For example, in the Research section, when clicking on each section (e.g., Child-friendly education, national food, renewable digit energy), the content that will appear is not about the explanation of each research topic, but it is about the UNNES Global Short Term 1 & 2. This issue should be addressed, as English content is quite important to potential international students and partners.

Conclusion

The criterion is fulfilled.

V.   Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme **"Education Technology" (Bachelor of Education)** offered by **Universitas Negeri Semarang, Indonesia** with conditions.

The panel of experts recommends accrediting the study programme **"Non-formal Education" (Bachelor of Education)** offered by **Universitas Negeri Semarang, Indonesia** with conditions.

The panel of experts recommends accrediting the study programme **"Elementary School Teacher Education" (Bachelor of Education)** offered by **Universitas Negeri Semarang, Indonesia** with conditions.

Commendation:

It is imperative to highlight that the university shows excellent infrastructure, providing students with a green and beautiful campus. Students at UNNES are evidently enjoying their study, demonstrating a high level of satisfaction with their academic experience. It is also commendable that the institution has created a student-centred learning environment that not only supports academic endeavours but also contributes to the positive learning progress of students during their study time at UNNES.

Findings:

1. The intended learning outcomes on the programme level of the study programme "Educational Technology" must be revised to align with the unique characteristics and objectives of the study programme.

2. To catch up with the current international trend of technology development, it is suggested to update the curriculum of the study programme "Educational Technology" by incorporating the latest industry trends and advancements into the curriculum.

3. The management of all three study programmes should revisit the curriculum to provide a more reasonable and visible rationalisation of courses.

4. For all study programmes, the course descriptions must be thoroughly revised, regarding the course learning outcomes, the course's content, assessment methods, and the skills students are expected to acquire in order to keep students well informed as well as to provide them with a more effective learning experience.

5. Different dimensions of diversity such as age, genders, disabilities, and alike, should be given greater consideration to incorporate them into the curriculum of the study programme "Non-formal Education" to align with the international approach to this concept.

6. It is recommended to equip students of the study programme "Elementary School Teacher Education" with knowledge and skills that deal with children with special needs in regular educational settings.

7. The graduate profile of the study programme "Elementary School Teacher Education" should be revisited to make sure that it is linear with the current intended learning outcomes on the programme level.

8. More in-depth knowledge should be embedded in courses related to "science education" of the study programme "Elementary School Teacher Education" in order for the future teachers to provide children best learning experiences of science.

9. Regarding the quality assurance system, the following aspects are recommended for all study programmes:

   a. All study programmes should document and analyse the data collected during the QA more meticulously and congruently, especially data on the dropout rates.

   b. The collaboration between various levels (university, faculty, department, and study programme) should be reinforced to implement a standardised communication and coordination framework.

10. For all study programmes, meetings with the labour market representatives should be more structured and formalised in order to enhance the transparency and formality of documentation on feedback, suggestions, changes, or improvements resulted from the meetings.

11. The regulation on exam retakes must be transparently communicated with the teaching staff of all study programmes in order to provide correct information to students.

12. The implementation of a comprehensive communication strategy on the MBKM programme through diverse channels is recommended for the university to ensure that information regarding the programme's structure, assessment methods, and recognition mechanism is disseminated to students clearly and consistently.

13. Support from the university in the promotion of teaching staff should be intensified to improve the quality of teaching and research at UNNES.

14. The university must develop a comprehensive plan that focusses not only on the continuous development of the staff's research skills, but also on the balance between time for research projects and teaching duties of staff members.

15. In order to achieve the goal of internationalisation, support for teaching staff to participate in international conferences, workshops and exchanges should be intensified and tailored more explicitly to the respective individual situation, e.g. family obligations.

16. Expansion of collaborations with other universities outside Indonesia should be more focused to develop more student exchange opportunities.

17. The English version of all relevant websites should be well-maintained to be more accessible to potential international students and partners.