



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

**MANAGEMENT (BACHELOR OF MAN-
AGEMENT)**

**ECONOMICS EDUCATION (BACHELOR
OF EDUCATION)**

**ACCOUNTING EDUCATION (BACHELOR
OF EDUCATION)**

**OFFICE ADMINISTRATION EDUCATION
(BACHELOR OF EDUCATION)**

Universitas Negeri Surabaya

May 2022/December 2022



HEI	Universitas Negeri Surabaya
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Programme	Management
Degree	Bachelor of Management
Extent	149 SKS (= 236 ECTS)
Length of studies	8 semesters
Language	Indonesian/English

Programme	Economics Education
Degree	Bachelor of Education
Extent	149 SKS (= 236 ECTS)
Length of studies	8 semesters
Language	Indonesian/English

Programme	Accounting Education
Degree	Bachelor of Education
Extent	149 SKS (= 236 ECTS)
Length of studies	8 semesters
Language	Indonesian/English

Programme	Office Administration Education
Degree	Bachelor of Education
Extent	149 SKS (= 236 ECTS)
Length of studies	8 semesters
Language	Indonesian/English

Concept accreditation	<input type="checkbox"/>
First-time international accreditation	<input checked="" type="checkbox"/>
No. reaccreditation	

Responsible agency	AQAS e.V.
Responsible consultant(s)	Dr. Dorothee Groeger

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DECISION OF THE AQAS COMMISSION ON THE BACHELOR DEGREE PROGRAMMES

- “MANAGEMENT” (BACHELOR OF MANAGEMENT)
- “ECONOMICS EDUCATION” (BACHELOR OF EDUCATION)
- “ACCOUNTING EDUCATION” (BACHELOR OF EDUCATION)
- “OFFICE ADMINISTRATOPM EDUCATION” (BACHELOR OF EDUCATION)

OFFERED BY UNIVERSITAS NEGERI SURABAYA, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Commission in its 11th meetings on 6 December 2021 as well as in its 13th meeting on 16 May 2022 and the decision of the Complaints Committee on 18 November 2022, the AQAS Commission decides:

I. “Management” (Bachelor of Management)

1. The study programme “**Management**” (**Bachelor of Management**) offered by Universitas Negeri Surabaya, Indonesia is accredited according to the AQAS criteria for Programme Accreditation.

The study programme complies 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.

2. The accreditation is given for the period of **six years** and is valid until **30 September 2027**.

II. “Economics Education” (Bachelor of Education), “Accounting Education” (Bachelor of Education), “Office Administration Education” (Bachelor of Education)

1. The study programmes “**Economics Education**” (**Bachelor of Education**), “**Accounting Education**” (**Bachelor of Education**) and “**Office Administration Education**” (**Bachelor of Education**) offered by Universitas Negeri Surabaya, Indonesia are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required 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 **28 February 2023**.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2027**.

Conditions:

1. In the teacher education programmes, the course descriptions have to be revised to show a consistent level of detail so that all descriptions contain course-specific information on skills, competences and knowledge to be acquired.
2. For the programme in “Office Administration Education” digital aspects have to be included more prominently. At the same time, courses on outdated competencies should be omitted.

The conditions were fulfilled on time.

The Standing Commission confirms this with its decision of 22 May 2023.

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

1. The duration of the internships should be made transparent for the students and it should be made clear that the duration and the effort to be taken are comparable within a student population.
2. The internationalisation of programmes should be strengthened, e.g. by teaching more courses in English.
3. More recent literature, especially in the English language, should be used in the programmes and should transparently be listed in the course descriptions.
4. The “Management” programme should integrate a compulsory internship.
5. The transparency of the international class should be raised, e.g. by providing clear course descriptions of the national and international class or by combining the two course descriptions (e.g. by clearly indicating national and international literature). Furthermore, it should be made sure that the international class, including the general courses, is fully taught in English.
6. In the teacher education programmes, the course learning outcomes of subject-related courses should also include teaching competences.
7. Pedagogic courses in the teacher education programmes should be focused more clearly on the specific school form (e.g. vocational schools).
8. The description of the school internship in the teacher education programmes could be improved by highlighting the research aspects of the internship.
9. The university should make sure that there is no overlap of the school internship with academic courses.
10. The quality assurance should strongly focus on monitoring the curriculum implementation.
11. The university should make use of the entire spectrum of grades to make the grades more comparable and realistic.
12. Unesa should continue to support teachers in fostering their English skills.

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

EXPERTS' REPORT
ON THE BACHELOR DEGREE PROGRAMMES
“MANAGEMENT” (BACHELOR OF MANAGEMENT)
“ECONOMICS EDUCATION” (BACHELOR OF EDUCATION)
“ACCOUNTING EDUCATION” (BACHELOR OF EDUCATION)
“OFFICE ADMINISTRATOPM EDUCATION” (BACHELOR OF EDUCATION)
OFFERED BY UNIVERSITAS NEGERI SURABAYA, INDONESIA

Visit to the university: 20 – 23 September 2021

Panel of Experts:

Prof. Dr. Dietmar Frommberger Osnabrück University, Faculty of Education and Culture

Prof. Dr. Randolph Schrank University of Applied Sciences Mainz, School of Business

Prof. Dr. Tjutju Yuniarsih Universitas Pendidikan Indonesia, Indonesia, Faculty of Economics and Business Education

Karl-Peter Abt Former Managing Director Chamber of Commerce and Industry, Bielefeld (labour market representative)

Tobias Burk Student at University Hohenheim (student representative)

Coordinator:

Dr. Dorothee Groeger AQAS, Cologne, Germany

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

I. Accreditation procedure

This report results from the external review of the Bachelor's programmes in "Economics Education", "Accounting Education", "Office Administration Education" and "Management" offered by Universitas Negeri Surabaya.

1. Criteria

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

2. Approach and methodology

The initialisation

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

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

The appendix included e.g.:

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

- Undergraduate/graduate academic regulations

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

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 31 May 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 university did not raise any concerns against the composition of the panel.

The preparation of the site visit

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

The site visit

After a review of the Self Evaluation Report, an online site visit to the university took place from 20 – 23 September 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

The report writing

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

The decision

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to make a decision regarding the accreditation of the programme. Based on these two documents, on 28 January 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The programme Management used its right to appeal against some of the conditions. The appeal was considered by the Standing Commission in its meeting on 16 May 2022. As a result one condition has been deleted and two others were rephrased to avoid misunderstandings.

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

II. General Information on the University

Universitas Negeri Surabaya (Unesa) is a state university located in Surabaya, East Java. The higher education institution was founded in 1964 as an institute of teacher training and education and has since been further expanded and developed into its current status as a state university. Unesa offers a wide range of Bachelor's, Master's and doctoral programmes for both teacher education and other professional and academic fields along 7 faculties. In total, the university offers programmes for currently ca. 26.000 students (April 2021).

Unesa offers 63 undergraduate programmes, 19 vocational programmes, 16 graduate programmes and 7 doctoral programmes affiliated with its faculties: Faculty of Education, Faculty of Language and Arts, Faculty of Mathematics and Natural Sciences, Faculty of Social Sciences and Law, Faculty of Engineering, Faculty of Sports Sciences and Faculty of Economics and Business. The overall number of teaching staff is 1014 so that the teacher-student ratio amounts to 1:26.

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

The programmes to be accredited are affiliated with the Faculty of Economics and Business which offers 8 undergraduate programmes in total. The faculty has 115 lecturers/teaching staff, 36 administrative and technical staffs, and ca. 2.700 students. The faculty is headed by a dean and 3 deputy deans. Internally, the faculty is composed of 4 departments, Department of Economics Education (with Economics Education; Accounting Education; Office Administration Education, Commerce Education programmes), Accounting (Accounting and Accounting Diploma), Economics (with Economics and Islamic Economics programmes) and Management.

To improve the learning quality and student affairs, Unesa established a Professional Certification Institute, which affiliates with the National Professional Certification Agency.

III. Assessment of the study programmes

1. Quality of the Curriculum

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

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

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

[ESG 1.2]

Description

General

A description of the individual programmes will be provided in separate chapters below.

One aspect which is alike for all programmes at Unesa is the use of the national credit system, i.e. credit units called SKS. One SKS is equivalent to 50 minutes of learning activities per week per semester, 60 minutes of structured assignment activities per week per semester, and 60 minutes of independent activities per week per semester. Thus, the total is 170 minutes per week per semester or 2.83 hours per week per semester. Learning activities are carried out in 16 weeks each semester, meaning that one SKS is equivalent to 39.67 hours/semester. Based on Unesa's Rector Decree, one SKS is equivalent to 1.59 ECTS credits.

Experts' Evaluation on Structural Aspects

The programmes under consideration are well-established undergraduate programmes which attract a large number of students and which are appreciated by the labour market. The experts consider the employability of the programmes as very good, which is also reflected in the fact that graduates find employment easily and quickly as results of the tracer studies show.

The teacher education programmes cater a demand for qualified teachers in Indonesia and their focus is put mainly on the Indonesian school system and the Indonesian labour market. The "Management" programme, on the other hand, follows a broader approach with graduates who are also working in multinational companies.

Overall, Unesa aims at further internationalisation of all of its programmes. Certainly, the level of internationality may differ for programmes (see individual assessment below). The experts generally support the university in its aim and recommend specially to use English more often as the language of instruction (**Finding 1**).

Before assessing the programmes individually, the experts would like to make some general remarks which relate to all programmes.

The experts found that course descriptions within the four programmes vary with regard to their degree of detail: Some are very elaborate and precise (especially in "Management", such as "Cost Accounting"), others lack course specific learning outcomes and only provide reference to more general programme learning outcomes. In order to ensure transparency, course descriptions of the teacher education programmes have to be revised so that all descriptions contain course-specific details on skills, competences and knowledge to be acquired (**Finding 2**).

Furthermore, from the descriptions it is apparent that literature mainly covers publications in Indonesian, and often publications that are rather outdated. The list of references should be updated by using and transparently indicating more recent and English literature (**Finding 3**).

The experts highly welcome that internship(s) are part of the programmes – even though to varying degrees (see below for a more detailed assessment). However, the mandatory or obligatory character of the internships as well as their exact length is currently not fully transparent from the documentation and need revision (**Finding 4**).

Finally, the calculation of the workload along with the assignment of credit units is inconsistent throughout the course descriptions and needs revision so that students are fully aware of the workload of a course. The experts understand that 1 SKS equals 170 minutes of workload in total. However, this is currently not consistently used in the course descriptions (**Finding 5**). Furthermore, only very few credits are assigned to the internships, which are partly designed for a duration of several months.

Management (Bachelor of Management)

Description

Unesa describes the profile of the graduates of the programme in “Management” as referring to entrepreneurs or professional employees in the financial sector, the human resource sector, and the marketing field. The programme offers 3 specializations: Financial Management, Marketing Management, and Human Resource Management.

The curriculum, as outlined by Unesa, is composed of 61.94% of courses which teach entrepreneurial leadership character, 12.26% of courses that teach ethical business character, and 25.8% courses that teach entrepreneurial leadership and business ethics.

Courses in the curriculum cover national Personality Development Course (8 SKS), institutional Personality Development Courses (6 SKS), Expertise and Scientific Courses (112 SKS, including 14 SKS of specialization courses), Basic Skill Courses (9 SKS), Work Skill Courses (11 SKS) and Community Life Courses (3 SKS).

In semester 1 and 2, general courses are given from the national Personality Subject Courses and institutional Personality Courses such as “Religious Education”, “Pancasila”, “Citizenship Education”, “Indonesian”, and “Physical Education”. From the first semester onwards, Basic Skills, Expertise and Scientific Courses are given, such as “Human Resource Management”, “Marketing Management”, “Financial Management” and “Operations Management”. In Semester 5, students take an internship at institutions to gain experience in the working environment. In semester 6, there is a “Community Service Programme”. Students also take Practice of Entrepreneurship courses. In semester 8, students take a thesis (6 SKS) to complete their studies.

Experts’ Evaluation

The study programme is broad in its approach and contains all the main topics that should be covered in a Management programme. In addition, all modules are well documented. The mix of topics does not only cover the main areas of management, but also quite a number of qualifications that are general or methodological, like language skills and computer skills. The descriptions in the module catalogue are fully compatible with international standards.

Learning outcomes are adequately defined, as are all the modules of the programme. They contain the actual practical capabilities that students achieve in the module under consideration rather than repeating the content or making general statements as is the case in some course descriptions of the other programmes. This is a positive aspect. The outcomes have correctly been defined and precisely been separated from the content of the course. In very few cases, like e.g. “Service Marketing”, the definition of the outcomes could be more

concrete based on the following questions: What are students actually able to do after taking that course? Which expertise have they developed that enables them to fulfil practical tasks?

There are regular evaluations of the courses and the feedback covers teaching staff and other stakeholders; the system is well elaborated (see below). Since nearly every module contains a mix of group work, midterm exams and final exams, the evaluation mix seems to be appropriate. Employment data was collected and shows a very high acceptance of the graduates, whereas it is significant that an unusually high number of the graduates starts an own enterprise. Based on the discussion with Unesa officials and students, this is mostly due to the Indonesian economic structure.

The awarded degree is in accordance with the described learning outcomes. It is comparable to most international Management degrees and in line with the European Qualifications Framework.

The possibility to make a choice between three orientations within the course of study leaves enough room for a specialization of the students. Given the breadth of the programme and the number of students, it could be a consideration for the future to establish other specializations; plans for a digital business branch have been discussed in this accreditation procedure.

However, the programme is quite demanding, and the workload seems high. Modules like “Derivative Financial Instruments” or “Operations Research” even contain very complex models and contents that have substantial and rather unusual depth for a Bachelor’s degree. It might be considered to include elements of the subjects in other courses like “Financial Management” or “Operations Management” rather than going to that level of detail. This would reduce the large number of modules. However, the contents are relevant and appreciated if they are taught at a high level of expertise.

One concern about the programme is that a compulsory internship of considerable length seems not to be integrated. The internship as defined in the module catalogue does not seem to be compulsory. It apparently can be replaced by several other courses like “Financial Statement Analysis” or “Management Information Systems”, “Sales Management” and others. This could lead to the problem that graduates have not completed an internship in an enterprise at all or, if the candidates choose to do an internship, that the students might have skipped important and essential courses like “Financial Statement Analysis” – even though this course might be much more central for a Bachelor’s degree than other more specialized courses like “Derivative Financial Instruments”. It is highly recommended to make the internship compulsory (**Finding 6**). In any case, the status of the internship has to be documented transparently (**Finding 4**).

It can be noted that the module catalogue does not only contain all components of a typical and internationally accepted Management study programme, but also includes a relatively high number of methodological (“Digital Literacy”, “Research Methodology”) and general (“Indonesian”, “Pancasila”, “Civics Education”, “Religion”, “Sports Education”) modules. However, these are often very closely related the Indonesian context and are partly nationally regulated. If the further internationalisation of Unesa and the “Management” programme remains an important long-term goal, it should be considered to include more international aspects if the regulatory setting in Indonesia leaves room for this. Especially knowledge and the practice of the English language should be an integral and compulsory part of the course of study. The same is true for the inclusion of more modules that are only or mainly taught in English (**Finding 1**). There are apparently intermediate English courses as well as modules that are taught partly in English and there is an international class that is mainly, but not fully taught in English; however, these approaches are not directly depicted in the module catalogue (**Finding 7**, see below). The extreme importance of an international qualification, including language, was highlighted by the practitioners from Indonesian enterprises that the panel of experts talked to as well. This is also true for the educational programmes, but for the “Management” programme it is of special importance.

Overall, the programme fulfils the quality requirements for an international Management programme.

Conclusion

The criterion is partially fulfilled.

Economics Education (Bachelor of Education)

Description

The programme is designed to qualify teachers with competences in attitudes, knowledge and skills (general and particular) that are in line with teacher standard competences.

The curriculum of 149 SKS is classified into 5 groups of courses: Core Personality Development Courses (13 SKS), Subject Matter and Skills Courses (99 SKS), Working Experience Courses (17 SKS), Working Skills Course (17 SKS), and Social Life Skills Courses (3 SKS). Of the overall credit number, 10 SKS have to be chosen as electives.

In the 1st and 2nd semesters, students are given basic courses from Core Personality Development Courses such as “Religious Education”, “Pancasila”, “Citizenship Education”, “Indonesian” and “English” and introductory courses of the Subject Matter and Skills Courses, such as “Introduction to Microeconomic Theory”, “Introduction to Macroeconomic Theory”, “Introduction to Business” and “Introduction to Accounting”. In the 3rd to 6th semester, the courses focus on Subject Matter and Skills courses, which directly address the area of expertise. The courses are, for example, “Microeconomics Theory”, “Macroeconomic Theory”, “International Economics”, “Monetary Economics”, “Development Economics”, “Public Economics”, “Curriculum Analysis”, “Instructional Media”, “Innovative Learning”, “Development of Assessment Learning Tools”, and “Microteaching”. In the 7th semester, there are a “Community Services Programme” and an “Introduction to School Field”. Both courses allow students to do an internship. The “Community Service Programme” allows students to implement theories and concepts learned by doing practical work in the community. Meanwhile, the “Introduction to School Field” provides opportunities for students to gain teaching experience by participating in a school internship programme. The thesis in the final semester is assigned 6 SKS.

In line with national regulations, the programme is said to acknowledge developments with regard to the Industrial Revolution 4.0, which requires higher education graduates to have overall literacy skills including data literacy, technological literacy, and human literacy to compete in global competition. Courses that are supposed to address these issues include “Computer Applications”, “Business English”, and “Innovative Learning”.

According to results of the tracer study, 80.4% of graduates work as educators while 19.6% work as non-educators in private companies, banking institutions, and government agencies.

Experts' Evaluation

The programme offers a good qualification to become a teacher in general high schools. Most graduates are working in schools as a teacher, some are working in companies, as results of the tracer studies show. The programme is set in the Indonesian context and adheres to the national regulations

Desired qualifications to be achieved during the programme are presented as intended learning outcomes. All curricular elements and their functions are documented. The curricular structure of the programme supports the achievement of the learning outcomes as well as the learner’s progression. 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. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by a thesis.

The academic degree awarded to graduates corresponds to the learning outcomes and requirements of the appropriate level of the European Qualifications Framework and according to the level of the respective National Qualifications Framework.

The curriculum is divided into subject-specific and pedagogic courses. Subject-related courses currently only deal with the subject itself; the experts recommend combining the learning outcomes, at least some of them, with those of teaching competences (**Finding 8**); thus, including aspects in the subject-specific courses which relate to teaching the contents in schools. This applies to all teacher education programmes under consideration.

The contents of the pedagogic courses are rather general. They should be focused more clearly on the schools where the graduates will teach in; in this case general high schools (**Finding 9**).

The experts welcome the internship. The course description of the internship should, however, be provided in more detail. For an academic reflexion of the practical experiences, some empirical research questions might be helpful (**Finding 10**). Furthermore, the university should make sure that there is no overlap of the internship with academic courses (**Finding 11**, see below assessment of “Office Administration Education”).

Conclusion

The criterion is partially fulfilled.

Accounting Education (Bachelor of Education)

Description

The objective of the programmes is to produce graduates who become educators of accounting and finance. In particular, graduates are trained to be able to use pedagogic concepts in learning media design, management, evaluation, and development of accounting and finance learning, to use accounting and finance concepts in accounting and finance learning, to make appropriate decisions in the context of problem solving in their areas of expertise based on information and data analysis results, to plan, manage, evaluate learning and make improvements of learning approaches or models, methods and accounting learning process in line with the students' characteristics and needs. Furthermore, graduates are supposed to be able to design and conduct research by formulating problems, processing, analysing and interpreting data and communicating the results. In total, 13 programme learning outcomes have been defined.

Graduates work as teachers for financial accounting, taxation and institutional accounting at vocational high schools and as instructors in educational institutions as learning facilitators. According to results of the tracer study, 81% of graduates work as teachers, and 19% work as non-teachers in private companies, banking institutions, and government agencies.

According to the university, the curriculum caters to the societal needs and follows the Alliance of Indonesia Accounting Educators provisions. It consists of Core Personality Development Course (12 SKS), Subject Matter and Skills Course (101 SKS), institutional Personality Development Course (18 SKS), Working Skills Course (15 SKS), and Social Skills Courses (3 SKS). Of the total number of 149 SKS, 10 SKS have to be chosen among electives.

In semesters 1 and 2, Core Personality Development Courses are mainly offered (such as “Religious Education”, “Pancasila”, “Citizenship Education”, “Indonesian” and “English”) as well as Subject Matter and Skill Courses, such as “Introduction to Accounting”, “Introduction to Business”, “Introduction to Economic theory” and “Introduction to Administration and Management”. In semesters 3 to 6, Subject Matter and Skill Courses such as “Intermediate Financial Accounting”, “Advanced Financial Accounting”, “Taxation”, “Tax Accounting”, “Public Sector Accounting”, “Accounting of Banking”, “Islamic Banking”, “Innovative Learning”, “Learning Media Accounting”, and “Assessment of Accounting Education” are provided. In Semester 7, a “Community Service Programme” and an “Introduction to School Field” are given. Both are practical courses where students do internships. In semester 8, students write a thesis with 6 SKS.

Experts' Evaluation

Accounting Education

The programme offers the qualification to become a teacher in vocational high schools. Most graduates are working in schools as a teacher, some are working in companies, as results of the tracer studies show. The programme is set in the Indonesian context and adheres to the national regulations

Desired qualifications to be achieved during the programme are presented as intended learning outcomes. All curricular elements and their functions are documented. The curricular structure of the programme supports the achievement of the learning outcomes. The order of curricular elements supports the learner's progression. 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. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by a thesis.

The academic degree awarded to graduates corresponds to the learning outcomes and requirements of the appropriate level of the European Qualifications Framework and according to the level of the respective National Qualifications Framework.

To further develop the programme, a banking laboratory could be valuable.

The curriculum is divided into subject-specific and pedagogic courses. Subject-related courses currently only deal with the subject itself; the experts recommend combining the learning outcomes, at least some of them, with those of teaching the content; thus, including aspects in the subject-specific courses which relate to teach the contents in schools (**Finding 8**).

The contents of the pedagogic courses are rather general. They should be focused more clearly on the vocational schools where the graduates will teach, especially to research results on teaching and learning in the area of vocational education and training (**Finding 9**).

The experts welcome the internship. The course description of the internship should, however, be provided in more detail. For an academic reflexion of the practical experiences, some empirical research questions might be helpful (**Finding 10**). Furthermore, the university should make sure that there is no overlap of the internship with academic courses (**Finding 11**, see below assessment of "Office Administration Education").

Conclusion

The criterion is partially fulfilled.

Office Administration Education (Bachelor of Education)

Description

As outlined by Unesa, the programme trains and prepares teacher candidates of Office Administration. As programme learning outcomes students are supposed to be able to apply and analyse educational theory in the education of office administration, apply and analyse learning theories in the education of office administration, use or apply the concepts and theories of office administration in office practice, make correct decisions in solving problems in their expertise, communicate both orally and in writing in learning activities and utilize learning resources to solve comprehensively problems of office administration learning by following the development of science and technology. Overall, 14 programme learning outcomes have been defined.

The curriculum comprises Core Personality Development Courses (12 SKS), Subject Matter and Skilling Skills Course (101 SKS), Working Experience Courses (18 SKS), Working Skill Courses (15 SKS) and Social Skill Courses (3 SKS). Among the 149 overall SKS in the programme, 10 SKS are elective courses.

In semester 1 and 2, Core Personality Development Courses comprise “Religious Education”, “Citizenship Education”, “Pancasila”, and “Indonesian”. At semester 3 to 5, Subject Matter and Skills Courses are given, such as “Indonesian Correspondence”, “Office Management”, “Administration System Analysis”, “Office Administration Practice”, and “Records Management”. In semester 6, there are courses in “Research Methodology”, “Learning Instructional Design” and a “Community Service Programme”. In semester 7, the “Introduction to School Field” provides opportunities for students to be directly involved in the working environment following the scientific field with the aim of (1) increasing the knowledge, experience, abilities and skills of students per their field of knowledge; (2) directing students to find problems and valuable data in thesis writing; and (3) getting input as feedback to improve the curriculum under the working environments' demand. In semester 8, students write a thesis with 6 SKS.

Courses that are said to address the needs of the Industrial Revolution 4.0 are “Computer Applications”, “Office Technology”, “Management Information Systems”, and “Records Managements”.

According to results of the tracer study, most respondents work in schools / educational institutions (82%). The remaining graduates work at a government institution (2%), at government banks (5%), private companies (2%) or are self-employed (1%) (others amount to 2%).

Experts' Evaluation

Desired qualifications to be achieved during the programme are presented as intended learning outcomes. They are both subject-specific and interdisciplinary in nature. Learning outcomes of the programme are focused on preparing teacher candidates for vocational high schools (especially in the “Office Management and Automation Programme”). To become professional teachers, alumni must take the Indonesian “Pendidikan Profesi Guru” programme. The programme is carried out at universities determined by the respective Indonesian ministry

Intended learning outcomes are shown to be appropriate. The appropriateness is proven through the acceptance of alumni to become teachers in vocational schools, and some of them even work as office service personnel in various institutions, both government and private, according to results of the tracer study.

The academic degree awarded to graduates corresponds to the learning outcomes and requirements of the appropriate level of the European Qualifications Framework and according to the level of the respective National Qualifications Framework.

The intended learning outcomes are updated according to current developments in the academic/scientific field and the labour market.

The development of the curriculum structure is carried out in a well-structured manner by involving stakeholders, namely lecturers, students, alumni, professional associations, users, government, and cooperation between similar universities (see below Chapter 2). The development of course content is carried out by the lecturers every semester with reference to the development of relevant science and technology.

Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated. Every student who will complete his/her studies is required to write a thesis, take a final exam, and compile articles from the results of his research to be published in indexed journals, both nationally and internationally.

The curriculum structure is aligned with national regulations. There are compulsory national courses, university mandates, faculty specifics, and core courses that support the learning outcomes of the programme. Some of the courses are elective courses.

The curriculum defines which elements are compulsory and which are electives. The curricular structure of the study programme generally supports the achievement of the learning outcomes. The order of curricular

elements supports the learner's progression. The curriculum covers subject-specific and cross-subject knowledge, as well as subject-related, methodological, and general skills in a well-balanced manner. There is 35% pedagogical content and 65% professional concept content. This is documented on the level of the intended learning outcomes.

There is an idealized typical course plan available. However, some courses in the curriculum structure have not yet accommodated the needs of the digital office - even though the orientation of the Office Administration curriculum must be digital-based and website-based to meet the era of Industry 4.0. In the curriculum structure, there are rather irrelevant courses taught at the tertiary level that are no longer in accordance with the needs of the digital office era, namely "Stenography" and "Typing". Shorthand skills have been replaced by digital technology and have been eliminated in the schools' curriculum. Thus, "Stenography" and "Typing/Typewriting" as well as other manual services should be omitted from the curriculum. Digital aspects have to be included more prominently (**Finding 12**).

The "Office Administration Education" programme has an international class, but its implementation is not optimal yet. This can be seen from several aspects: Not all lecturers are ready to carry out learning using English, both in regular classes and international class (see below Chapter 5); some of classes are held bilingually; there is currently no collaboration with universities abroad that also have "Office Administration Education" programmes; there are no partner schools that have international classes; there are no students who come from abroad; and finally, there is no difference between regular class and international class in terms of content. Both use the same curriculum and modules. Some of learning materials are presented in English, but discussions are conducted bilingually.

The presence of an international class will increase international trust and recognition, but transparency should be increased (**Finding 7**) by providing clear course descriptions of national and international classes or by combining the two course descriptions (e.g. by clearly indicating national and international literature). It should be ensured that international classes are taught entirely in English to attract foreign students. To further support internship activities for students in the international class, it could be valuable to aim for cooperation agreements with relevant international institutions, both for internships in schools and industry.

All curricular elements and their functions are documented. The curriculum structure used in regular classes is the same as that used in the international class. Thus, the reference is also the same, as listed in each module. A considerable amount of English and Indonesian literature mentioned in the module descriptions is rather old. 50% of the modules only use references from Indonesian books published in Indonesia, while the other 50% of the modules, on average, only 30% use English-language references (see above, **Finding 3**). This will make it difficult for foreign students to take the international class. However, to improve the quality of institutions and learning, the programme develops networking with other universities, both domestic and abroad, to gain international recognition.

Based on information from the programme, the internship ("Introduction to School Field") is held from June until August (equivalent to 17 weeks). The students are sent to the schools when university has a break. So, during the internship, it is ensured that it will not interfere with lectures. However, according to information from the schools the internship is held from August to December. The university should make sure that there are no overlaps between the internship and lectures at university (**Finding 11**). Furthermore, the description of the school internship could be improved by highlighting the research aspects of the internship (**Finding 6**).

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.

The average completion period is 8 semesters, achieved by about 70% of students. Efforts made to encourage students to complete their studies on time include to create a supportive academic atmosphere, to motivate

learning and to build innovative and creative characters. Average student failure lies at only 1% (those who do not complete their studies).

Alumni will get a diploma, supplement document, academic transcript, and student activity transcript. The cumulative GPA is calculated from all courses that have been taken (including repeated courses) during the study period. In the Certificate of Diplomas there is, however, an inconsistency in the requirements for Cum Laude Judicium. In the first sentence it is explained that students must have a Cumulative GPA = 3.51 to 4.00 with a study period of not more than 9 semesters, while in the next sentence it is stated that the Cum Laude graduation predicate is only given to graduates with a maximum study period of 4 years (= eight semesters). It would be helpful if the inconsistency would be corrected.

Conclusion

The criterion is partially fulfilled.

2. Procedures for Quality Assurance

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

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

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

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

[ESG 1.1, 1.7 & 1.9]

Description

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

On university level, the Quality Assurance Unit determines quality standards, procedures, manuals, assessment forms and self-assessment checklists. Unesa applies 34 quality standards which are divided into National Higher Education Standards (i.e. Higher Education Standards, Research Standards, Community Service Standards) and Internal Standards of the university (10 standards).

In addition to external evaluation through the national accreditation agency BAN-PT, Unesa carries out an Internal Quality Audit to implement the SPMI. Auditing and monitoring evaluations comprise: Audit on learning facilities and infrastructures, Audit on the performance of the leaders, Monitoring and evaluation of online learning, Monitoring and evaluation of lecturer learning and Internal Quality Audit.

A leadership performance achievement audit is carried out to assess whether programmes and strategies can achieve the targets set at the beginning of the year. The evaluation results or findings from this audit will be followed up at a leadership meeting attended by faculty and university leaders.

The Internal Quality Audit as well as the monitoring and evaluation of lecturer learning is conducted on faculty level by GPM. According to the information provided in the SER, results will be followed up through a

Management Review Meeting every year, which involves faculty leaders, heads of study programme, coordinator of academics, accounting, finance and state property, student and alumni affairs.

Students are involved in the quality assurance system by filling out questionnaires at the end of a course and by participating in a customer satisfaction survey. Graduates are invited to participate in a tracer study.

To increase the scientific development and competences needed by the labour market, each study programme at the faculty is supposed to conduct a public test involving practitioners, partners, graduate users, and professional association to get feedback for institutional development.

For the further development of programmes, Focus Group Discussions with stakeholders have been implemented.

Furthermore, Unesa has established a quality management system ISO 9001: 2015 in the scope of the implementation of academic, administrative and academic service processes along with other supporting processes.

Data collected by Unesa covers results of (1) monitoring and evaluation of learning activities, midterm examination and final semester examination, (2) Internal Quality Audits, (3) ISO 9001: 2015 Certification Surveillance Audit, (4) customer satisfaction survey of students, lecturers, and administrative and technical staff, (5) student survey results of lecture preparation, implementation, and evaluation of learning outcomes, (6) the vision and mission survey by lecturers, administrative and technical staff, students and (7) study programme's tracer study survey.

Programme activities coordination at the faculty level are carried out at the beginning of each semester in a Lecturer Meeting. The dean and all the heads of the department and study programme report the performance of the learning process and the results of its evaluation to all lecturers, followed by presenting the programmes that are going to be carried out in the following semester. Every activity including the past and future plan is said to refer to both the faculty and study programme's vision and mission.

Experts' Evaluation

Unesa described its quality assurance system in the SER and it also explained how it has developed and been implemented. In the discussions with the university, the different phases of the curriculum audit as well as the tasks, responsibilities and organization of the system were explained in detail using convincing examples. The experts were also able to get an idea of how internal and external assessments are coordinated and they were also informed about the existing ISO 9001 certification and the competence of the ISO Secretariat to take decisions. In this context, the university management once again confirmed that the quality system is based on the principles of the PDCA-Cycle.

The experts conclude that the presented system of quality assurance works well and is also increasingly accepted and "lived" by the whole university community. The distribution of tasks and the respective responsibilities are transparent for everyone in the university. The experts were also able to convince themselves that the results of the various evaluations are given great attention to. In the discussions with representatives of the university, students, graduates and other stakeholders, it was also confirmed that the university is making efforts to quickly take up suggestions and complaints.

However, as a result of their internal consultations the experts would like to provide the following suggestions:

The experts gained the impression from the various interviews that the results from the evaluations and the intended measures were not communicated to the students consistently and in an appropriate amount of time. Feedback to students has to be improved (**Finding 13**). Furthermore, quality assurance should also strongly focus on monitoring the curriculum implementation (**Finding 14**). Additionally, the monitoring of the programmes has to include the workload of students which is currently not explicitly covered in the course evaluations (**Finding 15**).

The experts are confident that the responsible persons will implement these suggestions quickly and that they will be successfully supported by quality management at faculty level.

The experts were very impressed by the university's excellent activities to involve graduates and alumni in the further development of the degree programmes. Unesa attaches great importance to continuously monitoring whether, in particular, the qualification goal of employability is being fully achieved or whether there is a need for improvement. Information and suggestions are quickly collected and discussed in the different committees of the university with the aim of taking appropriate measures to implement them. The experts also learned that Unesa has signed cooperation agreements with a number of high schools and companies, which means that there is close coordination in terms of content. The Customer Satisfaction Survey, which documents the expectations of internal and external stakeholders, should also be mentioned at this point.

The experts were also impressed by the submitted "Tracer Study Reports", which document important data on graduates' careers, status, income and the relevance of knowledge and skills to their work. In these annual reports, strengths and weaknesses of the programmes are clearly addressed. The graduates of the "Economics Education" programme, for example, suggest that labour market-relevant topics be given greater consideration in further courses ("including economic digital, literacy economy, digital learning and entrepreneurship in the era of digitalisation").

The graduates of the more market-oriented "Management" programme (30 % work as entrepreneurs, 23 % as employees, others as administration staff and customer service) confirm that they have received a solid education. It does not surprise the experts that in the relevant report an improvement of English skills (conversation, writing a business plan and writing a scientific paper) is seen as urgently needed by 39 % of the graduates. The experts agree with this assessment and see this as a major challenge for the university to achieve its goal of a higher level of internationalisation (see above).

All relevant structural data is collected by the university, presented and published in transparent statistics. Of particular importance is also the "Audit Report on the Performance of the Leaders", which contains a number of concrete suggestions for improvement. The experts also welcome the use of the university's own Unesa Management Information System, which is established as a management and leadership tool and is an essential component for sustainable quality management.

Conclusion

The criterion is fulfilled.

3. Learning, Teaching and Assessment of Students

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

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

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

[ESG 1.3]

Description

Learning and teaching methods used in the programmes are said to stimulate student motivation, self-reflection and involvement in the learning process. According to the information in the SER, a range of methods are used, among those a project-based method, problem-based learning, case methods, discussions and lectures.

Furthermore, students are supposed to be involved in lecturer's research as well as in community services. For example, in "Accounting Education" Unesa describes how students participate in the technical implementation, analysis of research data, and compilation of research reports.

In order to increase student creativity, a Student Creativity Programme has been implemented which includes a competition among students to do experiments according to their subject and interest.

The university offers assistance to bridge students' diversity, i.e. the students' placements, technology assistance, and facilities for disability. Each student is assigned an academic supervisor throughout their studies.

Assessment is said to consist of four assessment components: class participation (20%), assignments (30%), midterm examinations (20%) and final examination (30%). Participation assessment components include student attendance (60%), frequency and quality of questions (10%), quality of opinion/argumentation (10%), consultation (10%), and creativity of student reasoning (10%). The assignment value component is adjusted to the weight of courses credits.

Opportunities for students' complaints are provided.

The grading system is regulated in Unesa's academic guidebook which also includes the assessment regulations.

Experts' Evaluation

There is a broad mix of teaching and assessment methods in the courses. In teaching, different approaches are applied throughout the courses. Case studies, joint problem-solving and problem-oriented approaches seem to play a major role, especially in the "Management" programme. Interactive problem-oriented teaching is skill-oriented, not content-oriented which is adequately reflected in the description of the learning outcomes.

Concerning assessment and evaluation there is an adequate, broadly defined mix between group work, exam and oral participation. A general observation here is that the assessment procedure is adequate, but fully identical among all modules, except for the internship and the final thesis. Should there be major differences in the application of this scheme (which would make sense given the huge difference between a purely theoretical course and a course on IT application for example), it would be valuable to clearly communicate this to students at the beginning of each semester, e.g. in the syllabus.

In the assessment of the thesis, it is appreciated that the thesis is done in close collaboration with the academic tutor and leads to a joint publication or paper in many cases. However, it should be kept in mind that the thesis should be a personal and uniquely individual performance or project of the student. It should be made clear in the assessment what the contribution of the student and what the contribution of the academic tutor is included. The topics of theses that have been presented and the abstracts of thesis reports that have been provided exhibit an adequate level of problem formulation and scientific approach, especially given the fact that these are undergraduate programmes. It should be ensured for the future that the teaching staff has the appropriate academic qualification to teach on this high scientific level throughout all courses that qualify for it. At best, the number of teaching staff with PhD can be increased if possible.

Given the very high workload and the very broad spectrum of contents in programmes, the marking policy shows average grades which are considerably above a level that is usually applied internationally. However, this might be due to the marking system and the general setting in Indonesia. The grades in the "Management" programme seem more realistic and more acceptable as compared to the other programmes assessed. It should be kept in mind that a certain normal distribution of grades should be aimed at rather than an extremely high portion of excellent grades. This remains true across different international marking systems. The university should make use of the entire spectrum of grades to make the grades more comparable and realistic (**Finding 16**).

A major concern about teaching is the still very national approach that is apparently applied throughout most of the courses. The discussion with the teaching staff and with the students as well as the analysis of the module descriptions led to the impression that an overwhelming majority of the courses is only taught in Indonesian and that English is used only partly. Even though there is an international class, it is still not very clear if this class is strictly or only partly in English without any exception (see above, **Finding 7**). The latter is not necessarily crucial for the Indonesian students. However, it is absolutely necessary for the inclusion of international exchange students and the elaboration of international collaboration agreements. Whereas the general teaching approach seems to be very appropriate, it is highly recommended to conduct major efforts to advance this integral inclusion of English teaching including problem-solving and methods. As already mentioned above, this is also reflected in the fact that many of the general courses in the curriculum are only focusing on Indonesian culture, language and politics rather than on international issues. The same is true for the use of literature, which is in many modules, even in the ones with international content, to a large part in Indonesian. Not in all cases where English literature is used, these references are very up to date. In every course there should be English references at least as an alternative to the national sources (see above, **Finding 3**).

Concerning the equal treatment of students with different backgrounds and disadvantages, there is support for students with physical disadvantages at place. However, it was mentioned that for many applicants as well as students with a weak financial background, the studies are challenging to finance. Here, it could be a task for the future to identify resources to give talented students with a weak financial background the opportunity to study at Unesa.

The rate of failure is very low across all programmes, especially in the educational programmes. Despite the positive outcome for students, it might be valuable to review the minimum requirement for passing exams and to redefine the level which is adequate for the educational level of the programmes. However, a very low number of failures should remain an important goal. In connection with this, it should be mentioned that the documentation of the distribution of marks over time and the general analysis of this data is excellent and very transparent.

As a final remark, the programmes are targeted at usable knowledge for the application in the organizations or enterprises that are targeted labour markets for the students. Across the programmes, the definition of learning outcomes is skill oriented, whereas there is some room for improvement in the educational area. Still, the education is accepted to a very high degree in practice which was apparent to the labour market data as well as through the feedback of the invited practitioners and representatives of the employer organizations.

As a conclusion, the programmes under consideration fulfil the requirements to learning, teaching and assessment methods.

Conclusion

The criterion is fulfilled.

4. Student Admission, Progression, Recognition and Certification

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

[ESG 1.4]

Description

Admission

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

SNMPTN is conducted based on academic and non-academic achievements and prospective students' portfolio. SBMPTN is carried out based on a computer-based writing examination and can be added with other criteria according to prospective students' special talents. SPMB is a selection held by Unesa through two routes: regular and achievement selection. Regular selection is based on national computer-based writing examination scores and Unesa's computer-based entrance test scores while achievement selection consists of religious achievements, sports achievements, and disabilities achievements.

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

Progression

According to information in the SER, academic supervisors conduct a monitoring of student's progression at least three times in one semester including academic and non-academic activities by online or offline monitoring. Based on these regulations, the supervisors evaluate students' progress at the end of each semester, especially if students do not reach a minimum of SKS. The head of the study programme will approach those students.

Recognition

Unesa describes procedures for the recognition of courses, e.g. courses obtained from other universities in a student exchange programme will be converted by a Study Result Card into courses. Credit transfer programmes to other universities (local and international) are conducted through cooperation programmes.

Exchange programmes in the programmes to be accredited are held with University Tun Hussein Onn Malaysia and University of Technology MARA Malaysia.

Furthermore, the programmes are said to recognise non-formal learning through training and certification programmes implemented by professional certification institutes.

Certification

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

Experts' Evaluation

Admission to all study programmes is transparently documented, publicly available and sufficiently regulated on the national level as well as on the university level. Formal requirements for admission are clearly defined and available in published form. The selection criteria support the overall objectives of the programmes.

Recognition of competences from other higher education institutions nationally and internationally is regulated by decrees of the university leadership. The process of recognition is designed to include a similar concept to the European learning agreement that is issued prior to the stay at other higher education institutions. Basis for the recognition is the equivalency of the competences gained in education programmes of other higher education institutions. Overall, the process follows the principles of the Lisbon Convention and is documented by official decisions of the university leadership. The mechanisms of recognition are also available for other types of learning from education institutions as well as partners in practice.

The certificates handed to the graduates explain the competences gained after completing the respective study programme, the educational level of the graduates as well as the documentation of the performance of the students. The university uses certificates that equal diploma supplements used in European higher education institutions.

Conclusion

The criterion is fulfilled.

5. Teaching Staff

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

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

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

[ESG 1.5]

Description

The recruitment mechanism of the programmes' lecturers comprises civil servants and non-civil servants. The recruitment of civil servant lecturers is nationally conducted, the recruitment of non-civil servant lecturers is carried out independently by Unesa.

Lecturers comprise different career options: lecturer, assistant professor, associate professor and full professor. All programmes report that they invite practitioners and lecturers from other universities as guest lecturers.

The teaching load of lecturers varies between 12 and 16 SKS in each semester depending on the lecturer's academic qualification.

In providing opportunities for further study, Unesa has a policy that requires lecturers who are under 35 years to continue their studies abroad. This policy is supported by a policy of increasing the foreign language skills of lecturers, especially English, through IELTS training activities conducted periodically by the Language Centre.

Furthermore, Unesa has set a Research Master Plan which contains and accommodates university research and research roadmaps for faculties or research institutions.

The lecturer development programme is said to consist of an external and an internal development programme. The internal development programme of "Management", for example, comprises a guest lecturer programme according to a Memorandum signed by 40 universities as members of the Alliance of Indonesia Management and Business Programme (APSMBI). The university also encourages innovation in teaching methods and the use of new technology, such as by conducting training on how to use the Unesa academic portal and present teaching materials using audiovisuals.

Management

The “Management” programme lists 29 full-time lecturers consisting of 7 lecturers with doctoral qualification and 22 lecturers with Master qualification. The teaching staff is classified into three areas: Human Resource Management (42.85%), Marketing Management (32.14%), and Financial Management (25%).

Economics Education

13 full-time lecturers are listed in the teaching of the programme. 3 of them hold a PhD, 3 are currently doing their doctoral studies. The lecturers cover the following six subject areas: Economics Learning Planning and Strategy, Economic Learning Media, Economic Teaching Material Development, Economic Learning Assessment, Education Evaluation, and Economics Education Curriculum.

Accounting Education

According to the information in the SER, the Accounting Education programme has 11 full-time lecturers, among them 3 lecturers with doctoral degree and 3 who are currently doing their doctoral studies. The lecturers' expertise lies in Learning Planning and Strategy, Media and Teaching Materials, Evaluation, Financial Accounting, Management Accounting, Audit and Accounting Information Systems, and Public Accounting.

Office Administration Education

Teaching staff in the “Office Administration Education” programme includes 2 lecturers with a doctoral degree and 10 lecturers with a Master's degree, of whom one is currently pursuing his doctoral degree. All staff is full-time. Areas of expertise are Lesson Plan and Learning Strategies, Learning Evaluation, Media and Teaching Materials, and Office Administration.

Experts' Evaluation

The number of teaching staff is sufficient for the deliverance of the programmes. 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. All teaching staff have at least a Master's degree, some of them have doctoral degrees and have experience as teachers in high school. Transparent procedures are in place for the recruitment and development of staff.

Currently only a small number of lecturers can communicate fully in English. Therefore, Unesa is trying to support lecturers in improving their English skills. These efforts should be intensified (**Finding 17**).

In addition, Unesa provides opportunities for lecturers to improve their scientific competence through further study to doctoral level and practical competence through collaboration with industry.

Conclusion

The criterion is fulfilled.

6. Learning Resources and Student Support

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

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

[ESG 1.6]

Description

Learning Resources

Resources for the programmes listed in the SER include 34 lecturer rooms, 13 laboratories, 3 discussion rooms, 1 faculty library room, 3 auditoriums, and 7 proposals/thesis examination rooms. The buildings are said to be equipped with disability lanes and prepared for disaster mitigation.

On campus, Unesa provides a university library, with international and national online and offline sources (textbooks, articles, thesis, and other references). A digital library provides academic literature types from several sources (Springer, Cambridge, Emerald Insight, EBSCO, and the Integrated Online Public Access Catalog/IOPAC). Online services and journals can be downloaded via a Library Weblink.

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

Student Support Services

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

Furthermore, the faculty provides a Counselling Guidance team and offers career guidance. According to the information in the SER, for outstanding students the faculty provides support by offering opportunities to participate in national and international seminars, international competitions, papers publications, and academic writing training.

Unesa claims to collaborate with industry for student internships, e.g. with senior high and vocational high schools to provide students with opportunities to do the "Introduction to School Fields".

In order to provide equality for students with special needs, Unesa has set up policies and measures, such as opening admission selection for disability students, providing facilities for students with special needs, providing scholarships for students who have low economic conditions, and providing affirmation scholarships to students from disadvantaged, leading, and outer regions of various islands in Indonesia. Besides, Unesa also has an on-campus childcare facility that can be utilised by students who have children.

Experts' Evaluation

With regard to the organisational coordination of the offered courses, the university has convinced the panel of expert that regular balancing of contents is included in the programme management and that content wise overlaps are accounted for. The panel is convinced that all programmes can be studied in the intended study duration.

The learning resources provided by the faculty and university are supporting the achievement of the intended learning outcomes of the programmes. Laboratories are adequately equipped to the need of the study programmes and are used regularly for teaching. There is one Micro Teaching laboratory room as a resource for the teacher education programmes. Even though staff and students assured that the capacities are sufficient, it might be valuable to reconsider expanding the laboratory or introducing a second one.

Within the scope of the online site visit, the panel of experts is convinced that the facilities, workspaces and access to relevant literature provided by the university is sufficient for the achievement of the learning goals.

With regard to student support, the panel has experienced an open-minded culture of assistance for the various needs of the students. This includes introductory courses, student advisory as well as offers for international students (e.g. international classes). In addition, the university supports the students with the organisation of internships and assists students with special needs.

All programmes provide course/module descriptions that are available to students. Still, course descriptions in the teacher education programmes vary with regard to their degree of detail, especially the course specific learning outcomes (see above). Thus, course descriptions have to be revised to show consistent course specific learning outcomes and detailed information on the content of the courses (see above, **Finding 2**). In addition, the expected workload is not consistently calculated in all courses. Some courses include different credit-to-workload-hours ratios than stated in the provided regulations. Therefore, course descriptions have to be revised to show a consistent workload calculation based on the actual time spent to achieve the respective learning outcomes (see above, **Finding 5**).

Conclusion

The criterion is partially fulfilled.

7. Information

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

[ESG 1.8]

Description

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

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

Experts' Evaluation

The experts appreciate the active and open information policy of the university. Most of the relevant information is also available in English, for example on the Unesa official website and in social media. Nevertheless, Unesa is encouraged to consistently pursue the goal of making all information available in English as well.

The university regularly informs the public and the stakeholders about its current study programmes and provides comprehensive advice to prospective students. The university's pronounced understanding of quality is evidenced in particular by the annual report "Executive Summary of the Quality Assurance Unit", which

impressively describes the further development of the quality system and is intensively discussed within the university.

Conclusion

The criterion is fulfilled.

IV. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the Bachelor's programmes in "**Economics Education**", "**Accounting Education**", "**Office Administration Education**" and "**Management**" offered by **Universitas Negeri Surabaya**.

Findings:

1. The internationalisation of programmes should be strengthened, e.g. by teaching more courses in English.
2. In the teacher education programmes, the course descriptions have to be revised to show a consistent level of detail so that all descriptions contain course-specific information on skills, competences and knowledge to be acquired.
3. More recent literature, especially in the English language, should be used in the programmes and should transparently be listed in the course descriptions.
4. Information on the internships, i. e. their mandatory/obligatory character and their exact length, has to be presented transparently in the programme documentation.
5. The assignment of credit units to the workload of courses has to be presented consistently and correctly in the course descriptions. This also includes the correct consideration of the workload for the internships.
6. The "Management" programme should integrate a compulsory internship.
7. The transparency of the international class should be raised, e.g. by providing clear course descriptions of the national and international class or by combining the two course descriptions (e.g. by clearly indicating national and international literature). Furthermore, it should be made sure that the international class, including the general courses, is fully taught in English.
8. In the teacher education programmes, the course learning outcomes of subject-related courses should also include teaching competences.
9. Pedagogic courses in the teacher education programmes should be focused more clearly on the specific school form (e.g. vocational schools).
10. The description of the school internship in the teacher education programmes could be improved by highlighting the research aspects of the internship.
11. The university should make sure that there is no overlap of the school internship with academic courses.
12. For the programme in "Office Administration Education" digital aspects have to be included more prominently. At the same time, courses on outdated competencies should be omitted.
13. Students have to be informed about the results of their feedback, at least in an aggregated manner.
14. The QA should strongly focus on monitoring the curriculum implementation.
15. The monitoring of the programmes has to include the workload of students.
16. The university should make use of the entire spectrum of grades to make the grades more comparable and realistic.
17. Unesa should continue to support teachers in fostering their English skills.