

Decision of the FIBAA Accreditation and Certification Committee



12th Meeting on November 29, 2023

PROGRAMME ACCREDITATION

Project Number:	21/131 Cluster 1
Higher Education Institution:	Universitas Negeri Surabaya
Location:	Surabaya, Indonesia
Study programme:	Bachelor of Elementary Teacher Education (Bachelor of Education) Bachelor of Educational Technology (Bachelor of Education) Bachelor of Special Education (Bachelor of Education)
Type of accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

Period of Accreditation: November 29, 2023 until November 28, 2028

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Universitas Negeri Surabaya, Indonesia

Bachelor programme:

Bachelor of Elementary Teacher Education

Bachelor of Educational Technology

Bachelor of Special Education

Qualification awarded on completion:

Bachelor of Education (Sarjana Pendidikan)

General information on the study programmes

Brief description of the study programmes:

The **Bachelor of Elementary Teacher Education** used to be a diploma degree that started in 1992 and became a Bachelor study programme in 2006. It aims at training qualified primary school teachers, researchers and educational consultants in the field of elementary teacher education. The main subjects are Mathematics, Science, Bahasa Indonesia, Social Studies, and Civic Education.

The **Bachelor of Educational Technology** enables its graduates to work as instructional technology developers, education and training analysts and multimedia/ animation/ broadcast teachers. It originates from a merger of Educational Technology with Educational Foundation in 1986. Today, the Bachelor of Educational Technology has four scientific clusters, namely Learning and Training Design, Curriculum and Educational Sciences, Educational Media / Learning Resources, and Research and Evaluation.

The **Bachelor of Special Education** joined the Universitas Negeri Surabaya in 1994 coming from the Special Education Teacher School. It has six specialisations, namely Children with Visual Impairments, Children with Hearing Impairments, Children with Intellectual Disabilities, Children with Physical Disabilities, Children with Autism, and Children with Learning Difficulties. Its graduates can work as educators for students with special needs and as entrepreneurs in the field of special education.

Type of study programme:

All three study programmes are Bachelor programmes.

Projected study time and number of ECTS credits / national credits assigned to the study programme:

Bachelor of Elementary Teacher Education: 4 years with 235 ECTS credits

Bachelor of Educational Technology: 4 years with 239 ECTS credits

Bachelor of Special Education: 4 years with 239 ECTS credits

Mode of study:

All three study programmes are full-time.

Didactic approach:

All three study programmes have obligatory class attendance.

Scope (planned number of parallel classes) and enrolment capacity:

Bachelor of Elementary Teacher Education: 220-300 students each intake with 6-8 classes

Bachelor of Educational Technology: 90 students each intake with 2 classes

Bachelor of Special Education: 80-90 students each intake with 2 classes

Programme cycle starts in:

For all three programmes, the starting date is August 29 every year.

Initial start of the programme:

Bachelor of Elementary Teacher Education: 2006

Bachelor of Educational Technology: 1982

Bachelor of Special Education: 1994

Type of accreditation:

For all three study programmes: initial accreditation

If not indicated otherwise, the X in the evaluation includes all three study programmes. In case evaluation varies, the following abbreviations will be used:

- Elementary Teacher Education: ETE
- Educational Technology: ET
- Special Education: SE

Procedure

A contract for the initial accreditation of the Bachelor of Education Elementary Teacher Education, Bachelor of Education Educational Technology and Bachelor of Education Special Education was made between FIBAA and Universitas Negeri Surabaya on November 2, 2021. On March 7, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Ali Formen

Universitas Negeri Semarang, Indonesia

Associate Professor at the Department of Early Childhood Education

(Early Childhood Education, Education Policy, Teacher Education/Professional Development, Comparative Education, Muslim/Islamic Education)

Prof. Dr. Ulrike Mothes

University of Applied Sciences of the Grisons, Switzerland

Course Director Multimedia Production

Co-Head of Institute at the Institute for Multimedia

(Educational Program Development, Digital Didactics, Communication Design, Innovative Multimedia Storytelling Formats and Work Processes, Digital Communication, Multimedia Production, Multimedia Systems)

Andrea Iman Reimann

Rainbow Kidz Kita, Berlin-Charlottenburg, Germany

Chairwoman and pedagogical manager of the Rainbow Kidz Kita (children day care center)

Chair of the German Muslim Center Berlin (Education and Encounter)

Prof. Dr. Peter Roedler

University of Koblenz-Landau, Germany

Professor of General Didactics with a focus on Heterogeneity/Differentiation (formerly General Special Education)

(Remedial and Special Education, Inclusion, School Education, General Didactics, Autism - basics of working with non-speaking people)

Prof. Dr. phil. Katrin Velten

Alice-Salomon-Hochschule Berlin, University of Applied Sciences

Professor of Education in Childhood

(Childhood Pedagogy and Research, Primary School Pedagogy, Teaching Special Needs Education (ESE/learning))

¹ The panel is presented in alphabetical order.

Franziska Weixer

Alice-Salomon Hochschule Berlin, University of Applied Sciences
Student Upbringing and Education in Childhood, B.A.

FIBAA project manager:

Nina Rotermund

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 4 until September 6, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 27, 2023. The statement on the report was given up on November 3, 2023. It has been taken into account in the report at hand.

Summary

For the Bachelor programmes

The Bachelor of Education Elementary Teacher Education, Bachelor of Education Educational Technology and Bachelor of Education Special Education offered by the Universitas Negeri Surabaya fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 29, 2023 and finishing on November 28, 2028. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where all three programmes could be further developed:

- By increasing the number of qualitative research projects, qualitative test formats, and qualitative research specialists among lecturers and students (see chapter 3.1)
- By considering to change their modular units grouping system (see chapter 3.2)
- By introducing peer support for students who struggle with learning difficulties and disability in all study programmes by default (see chapter 3.3)
- By finding other academic partners outside Asia (see chapter 3.4)
- By putting more effort into attracting international students to come to the Faculty for student exchange (see chapter 3.4)
- By integrating more intercultural perspectives into the contents of the courses (see chapter 3.4)
- By increasing the number of full professors in the near future (see chapter 4.1)
- By adapting the capacity and equipment of their facilities to the number of students (see chapter 4.4)

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which all three study programmes exceed the quality requirements:

- Objectives of the study programme (see chapter 1.1)
- Positioning of the study programme on the job market for graduates (see chapter 1.3)
- Logic and conceptual coherence (see chapter 3.1)
- Logic and plausibility of the didactical concept (see chapter 3.3)
- Skills for employment (see chapter 3.6)
- Internal cooperation (see chapter 4.1)
- Access to literature (see chapter 4.4)
- Alumni Activities (see chapter 4.5)

There are also two additional criteria in which the Bachelor of Elementary Teacher Education exceeds the quality requirements:

- International orientation of the study programme (see chapter 1.2)

- Course materials (see chapter 3.2)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

Information on the Institution

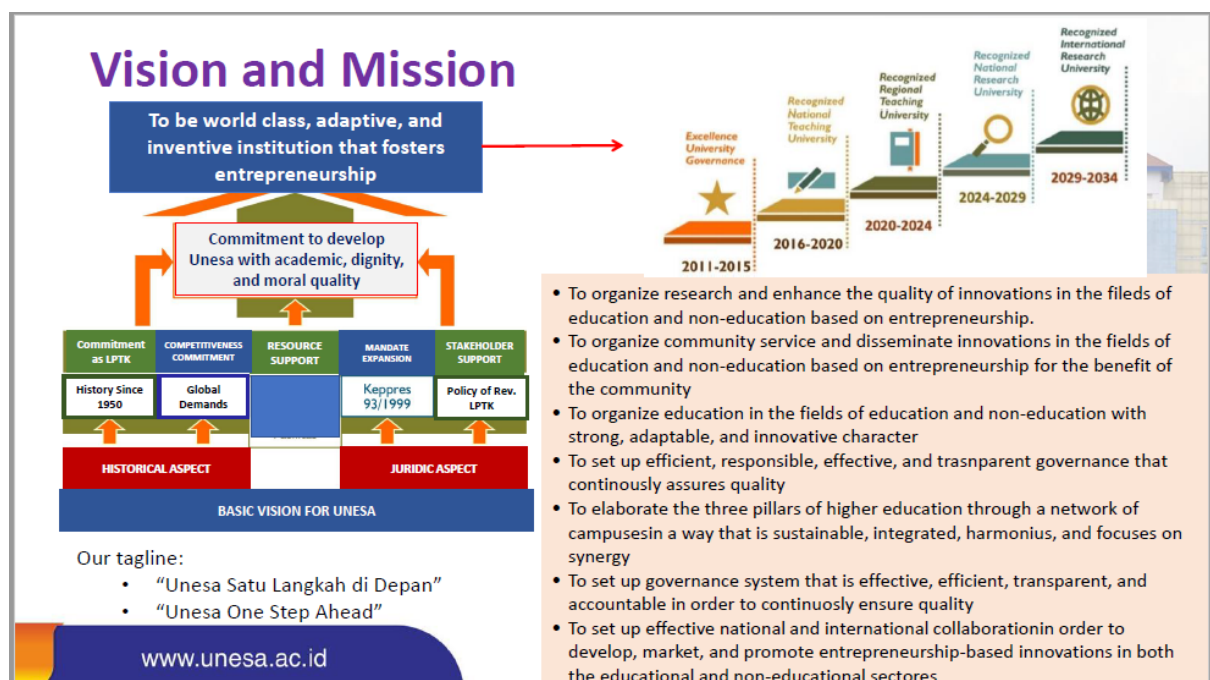
Initially, the University Negeri Surabaya (henceforth: UNESA) started in 1964 as an independent Institute for Teacher Training and Education with five faculties. In 1977, the Sports College joined. In 1999, a presidential degree changed the status of the institute to that of a university. It officially became the Universitas Negeri Surabaya. At that time, UNESA consisted of five faculties including the Faculty of Education offering eight study programmes, the Faculty of Language and Arts offering 14 study programmes, the Faculty of Mathematics and Natural Sciences having ten study programmes, the Faculty of Engineering with 13 study programmes, and the Faculty of Sports Sciences having three study programmes.

Today, UNESA has seven faculties. In 2006, the Faculty of Economics and Business was founded offering nine study programmes. In 2015, the Faculty of Social Sciences and Law was established with eight study programmes. In total, UNESA’s portfolio consists of 23 study programmes, nine doctorate programmes, ten vocational programmes and one professional programme. As of 2022, about 30,000 students studied at UNESA.

Based on UNESA’s vision “Excellent in Education, Strong in Science”, the University developed a 2020-2024 UNESA strategic plan and a 2011-2025 Development Master Plan.

The slide below summarizes its vision and mission and illustrates the roadmap that UNESA defined for its development until 2034.

Figure 1 UNESA's vision and mission



In 2017, the National Accreditation Board for Higher Education (BAN-PT) awarded UNESA with an “Excellent” in national accreditation. In 2023, UNESA reached rank 18 in the national ranking and rank 750 in the Times Higher Education – Asian University ranking. It is among the 601-800 group of universities in the World Impact Ranking.

Further development of the study programmes

The Faculty of Education dates back to UNESA’s former status as the Institute for Teacher Training and Education in 1964. Until 2005, the Faculty of Education had only three departments, namely the Department of Educational Technology, the Department of Out-Of-School Education and the Department of Counselling Guidance. In 2006 and 2007, according to the Indonesian government’s Law Number 20 of 2003 concerning the National Education System and Law Number 14 of 2005 concerning Teachers and Lecturers, teachers had to have a Bachelor’s degree as academic qualification. Hence, the Elementary Teacher Education study programme was upgraded to a bachelor’s degree.

As of today, the Faculty manages eight departments consisting of the Departments of Guidance and Counseling, Out-of-School Education, Educational Technology, Special Education, Elementary School Teacher Education, Teacher Education-Early Childhood Education, Psychology, and Educational Management.

The Faculty of Education strives for “excellence in education” and to be “firm in academic knowledge” by providing quality education to produce qualified educators, conducting research in the field of education and technology, engaging in community service, expanding cooperation nationally and internationally, and ensuring good governance for an effective and efficient performance. Within UNESA, the Faculty of Education is one of the two best faculties regarding alumni employment, teaching practitioners and student mobility.² It takes the lead regarding its collaboration with world-class institutions.

During the online conference, the Faculty of Education described its strategic development plan that entails five pillars, namely the developing technology-based learning, pursuing a QS World Rank of #500 for each study programme, improving the quality of institutional governance with transparency and accountability, increasing the collaboration partners and projects, and enhancing entrepreneurial skills in the field of education.

The Bachelor of Elementary Teacher Education

The Bachelor of Elementary Teacher Education used be a diploma programme that had started at the Institute for Teacher Training and Education in 1992. As mentioned in the section above, after the Indonesian government issued two laws concerning the training of teachers, the diploma programmes was modified into a Bachelor’s programme. The Bachelor of Elementary Teacher Education started in 2006. It received an “A” accreditation by the national BAN-PT in 2018. The BAN-PT recommended the study programme to enhance its international orientation. For that


² See self-evaluation report p. 5.

matter, the Elementary Teacher Education study programme has been offering a bilingual class for each intake since 2017. They intend to prepare the graduates to work in an international school as well.

As the statistics reveal, the capacity of study places increased during the last seven years. Starting with 120 study places in 2016, the study programme now offers 220 places each cohort. The application rate reveals a high interest among high school graduates. Usually, between 3,000 and 4,000 students apply for the Elementary Teacher Education study programme. There was a light drop in 2019 with 2,517 student applications, but this rose again to 3,478 application in 2020. It is said to have the second highest number of applicants.³

The study programme accepts the 220 best students. Since 2019, they accepted even more students than study places offered. For instance, in 2021, from 3,252 applications for 220 study places 235 students (106 percent) were accepted. Without exception and with more than 80 percent, female students by far outnumbered male students in every cohort accepted between 2016 and 2021. The majority of students finished within eight semester or 3.6 years. The dropout rate is ranges between one and three percent. There are no international students studying the Bachelor of Elementary Teacher Education so far.

Figure 2 Statistical data of the Bachelor of Elementary Teacher Education

Statistical Data							
							
Study Programmes: Elementary Teacher Education (ETE)							
	1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021	
# Study Places offered by HEI	120	220	220	220	220	220	
# Applicants	∑	4269	3972	4364	2517	3478	3252
	f	3416	3376	3971	2165	3130	2764
	m	853	596	393	352	348	488
Application rate	3557,50%	1805,45%	1983,64%	1144,09%	1580,91%	1478,18%	
# First-Year Students (accepted applicants)	∑	120	222	221	243	263	235
	f	96	189	201	208	237	200
	m	24	33	20	35	26	35
Rate of female students	0,8	0,851351351	0,909502262	0,855967078	0,901140684	0,85106383	
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students	0	0	0	0	0	0	
Percentage of occupied study places	100,00%	100,91%	100,45%	110,45%	119,55%	106,82%	
# Graduates	∑	110	186	154	0	0	0
	f	92	161	145	0	0	0
	m	18	25	9	0	0	0
Success rate (students who finished their studies)	91,67%	83,78%	69,68%	0,00%	0,00%	0,00%	
Dropout rate (students who dropped their studies)	1,68%	2,70%	1,36%	0,00%	0,00%	0,00%	
Average duration of study	8 semester	8 semester	8 semester	-	-	-	
Average grade of final degree	3,55	3,56	3,60	3,65	3,68	3,66	

³ See self-evaluation report p. 6.

The Bachelor of Educational Technology

The Bachelor of Educational Technology traces back to 1982 when the first batch of students was accepted in the study programme at the Department of “Theory and History of Education”. In 1986, it merged with the Educational Foundation study programme to become the Bachelor of Educational Technology. The study programme received an “A” accreditation by the national BAN-PT in 2020.

It offers 90 study places each intake. The number of applications increased from 128 in 2016 to 208 in 2019 and to 170 in 2021. In the last seven years, all study places were occupied. The success rate ranges between 85 to 95 percent. More than 60 percent of students are female.

Like in the previous study programme, students also need eight semester or 3.5 years until they graduate. There are also no international students enrolled at the Bachelor of Educational Technology.

Figure 3 Statistical data of the Bachelor of Educational Technology

Study Programmes: Bachelor of Educational Technology							
		2016	2017	2018	2019	2020	2021
# Study Places offered by HEI		90	90	90	90	90	90
# Applicants	∑	128	131	150	208	282	170
	f	76	68	82	107	161	94
	m	52	63	68	101	121	76
Application rate		142,22%	145,56%	166,67%	231,11%	313,33%	188,89%
# First-Year Students (accepted applicants)	∑	90	90	90	90	90	90
	f	56	60	68	63	55	58
	m	34	30	22	27	35	32
Rate of female students		0,622222222	0,666666667	0,755555556	0,7	0,611111111	0,644444444
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# Graduates	∑	77	84	85	0	0	0
	f	50	55	68			
	m	27	29	17			
Success rate (students who finished their studies)		85,56%	93,33%	94,44%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies) rata-rata mahasiswa DO		14,4%	6,67%	5,55%	0,00%	0,00%	0,00%
Average duration of study rata-rata lama studi		8 semester	8 semester	8 semester	-	-	-
Average grade of final degree rata-rata IPK		3,42	3,50	3,59			


The Bachelor of Special Education

In 1994, the Special Education Teacher School joined the Institute for Teacher Training and Education. Compared to the other two study programmes at the Faculty of Education at UNESA, it

is rather young. In 2016, the study programme was awarded the “A” accreditation by the national BAN-PT.

Similar to the other two study programmes, the Bachelor of Special Education has a high number of applicants (between 610 to 1000 applications) and accepts only the best. As of 2021, it officially offered 95 study places and accepted 129 new students. More than 80 percent of students are female. There are no international students either. The success rate of students finishing their studies in the different cohorts is also very high. It ranges between 70 and 90 percent. On average, students need 3.5 years until they graduate.

Figure 4 Statistical data of the Bachelor of Special Education

		Sample Statistical Data					
Study Programmes: Special Education							
		1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021
# Study Places offered by HEI		80	90	90	90	90	95
# Applicants	Σ	1037	927	1053	704	755	610
	f						
	m						
Application rate		1296,25%	1030,00%	1170,00%	782,22%	838,89%	642,11%
# First-Year Students (accepted applicants)	Σ	82	94	91	95	116	129
	f	65	74	81	82	93	99
	m	17	20	10	13	23	30
Rate of female students		79,27%	78,72%	89,01%	86,32%	80,17%	76,74%
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		102,50%	104,44%	101,11%	105,56%	128,89%	135,79%
# Graduates	Σ	73	81	67	-	-	-
	f	56	63	63	-	-	-
	m	17	18	4	-	-	-
Success rate (students who finished their studies)		89,02%	86,17%	73,62%		-	-
Dropout rate (students who dropped their studies)		6,09%	3,19%	7,69%	2,10%	4,31%	1,55%
Average duration of study		4 years	4 years	4 years	-	-	-
Average grade of final degree		3,48	3,48	3,53	-	-	-

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The objectives of each study programme are based on UNESA's vision and mission as well as on the Indonesian Qualification Framework at level 6.⁴ Each study programme has defined programme objectives. Based on these objectives, they determined the programme learning outcomes that are distinguished by knowledge, general skill, special skills and attitudes. All study programmes assess their programmes objectives and learning outcomes regularly to ensure that they remain competency based and in line with international changes. The assessment is also considered in the so-called revitalisation of the curriculum once a year. This procedure of updating includes the tracer studies and assessments. It also involves lecturers and external stakeholders.

The Bachelor of Elementary Teacher Education

The Bachelor of Elementary Teacher Education wants to train graduates in three profiles:

Figure 5 Graduate profiles of the Bachelor of Elementary Teacher Education

Graduate Profile	Description
Educator	Educators at the elementary school level who are able to critically and reflectively plan, implement, evaluate and develop learning based on local wisdom and global perspective using science and technology innovatively.
Beginner Researcher/ Research Assistant	Beginner Researcher or Research Assistant who is able to solve educational problems and is able to produce proven innovations to improve the quality of education in elementary schools.
Practitioner/ Educational Consultant	Educational Practitioners and Consultants who are able to manage and evaluate education and learning, foster extra-curricular activities, have an attitude of responsibility and understand professional ethics well at the elementary school education level.

The tracer study of 2021 revealed that 79 percent of graduates work as elementary school teachers; 14 percent are kindergarten teachers, school admins and tutors, and seven percent continue their master's studies.⁵ Elementary school teachers have multiple roles. Apart from being educators, they must be able to conduct classroom action research to obtain their teacher certification and to improve the quality of education. In addition, they must master evaluation of education and learning and must develop extracurricular activities outside school.

For that matter, the study programme has defined the following four programme educational objectives (PEO):

PEO-1 Produce qualified primary school educators and researchers in the field of elementary teacher education.

⁴ See self-evaluation report p 8.

⁵ See self-evaluation report p. 9.

PEO-2 Enable students to develop local wisdom in the treasury of elementary school and continue their studies by lifelong learning.

PEO-3 Produce educators with professional teaching ethics and contribute positively to the development of primary school education nationally and internationally.

PEO-4 Produce educators who have a responsible spirit and collaborate in the field of basic education and related industries.

In connection to the programme educational objectives, the study programme has developed nine programme learning outcomes (PLO):

Figure 6 Programme learning outcomes of the Bachelor of Elementary Teacher Education

PLO	Description
PLO 1	Implement the knowledge concept of basic skills and demonstrate the integration of the basic knowledge of the study field (mathematics, Indonesian language, science, social studies, Civics, arts, sports).
PLO 2	Solve the problem of integrating basic knowledge and skills in the field of study (mathematics, Indonesian language, science, social studies, Civics, arts, sports).
PLO 3	Demonstrate knowledge and pedagogical skills related to designing, implementing, evaluating integrated learning in elementary schools by utilizing ICT, local wisdom, and research results.
PLO 4	Demonstrate the ability of learning to solve problems through research.
PLO 5	Differentiate the characteristics of research types and their application in designing, implementing, and reporting research results through the article's publication as the development of elementary school science, technology, and local wisdom.
PLO 6	Implement logical, critical, creative, systematic, innovative thinking in the context of the development of science and technology with humanities values.
PLO 7	Demonstrate a disciplined, responsible, and independent performance character towards roles and work tasks according to the field of scientific expertise
PLO	Description
	sustainably.
PLO 8	Analyse the application of elementary education science by prioritizing technology-based inclusive education and local wisdom.
PLO 9	Develop, maintain a network and establish effective communication with the academic community to support lifelong learning.

The Bachelor of Educational Technology

Graduates of the Bachelor of Educational Technology have three profiles:

Figure 7 Graduate profiles of the Bachelor of Bachelor of Educational Technology

No	Profile	Description
1	Instructional technology developer	Having the capability in facilitating learning and improve performance by creating, using, managing technological processes and resources
2	Education and training analyst	Having the capability to analyse processes and sources to facilitate education, training, and improve performance
3	Multimedia/animation/broadcast teacher	Having with the capability to teach and to improve the quality of classroom teaching especially in multimedia/animation/broadcast teacher at vocational schools

During the online conference, lecturers of the Educational Technology reported that about 73 percent of graduates work as media developers or as curriculum analyst in public institutions and agencies.

To ensure a qualified education with regard to the three profiles, the study programme has defined three programme education objectives:

PEO 1- Graduates who have careers as instructional technology developers, education and training analysts, and multimedia/animation/broadcast teachers that can accommodate the process of creating, using, evaluating, and managing learning environments in education and training as well as for children with special needs to perform problem-solving in creating, using, assessing, and managing practical applications by prioritizing digital literacy.

PEO-2 Graduates who can develop professionally through lifelong learning.

PEO-3 Graduates who have good personality and social sensitivity and concern for society.

In support of these programme education objectives, the study programme pursues eight programme learning outcomes:

Figure 8 Programme learning outcomes of the Bachelor of Educational Technology

PLO	Descriptions
1	Mastering concepts, structures and materials in Educational Technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher
2	Applying Educational Technology knowledge as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast teacher
3	Solve problems based on the case study method or project-based group learning in the field of Education Technology, by prioritizing digital literacy
4	Designing learning resources, curriculum and learning scenarios independently or in groups to provide alternative solutions to problems in the field of Educational Technology, by prioritizing digital literacy
5	Able to demonstrate independent performance as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/broadcasting Teacher
6	Able to utilize technology and information in solving problems in the field of educational technology and inclusive education based on digital technology and local wisdom
7	Demonstrate a responsible attitude towards the tasks assigned in the field of Education technology independently
8	Able to demonstrate a scientific, critical and innovative attitude in learning scientific education technology in a professional and responsible manner

The Bachelor of Special Education

The students of the Bachelor of Special Education usually have two profiles:

Figure 9 Graduate profiles of the Bachelor of Special Education

No	Profiles	Description
1	Educator of students with special needs	Educator who are able to provide special education services including academic and specialized programs starting from planning, implementation, and evaluation
2	Entrepreneur	Entrepreneurs in the field of special education who have knowledge, entrepreneurial skills, and the capacity to develop themselves to build a business

Since the profiles consider the market needs, they developed the profile of entrepreneur in the field of special education. During the online conference, the panel learned that the market wants to be open for people with disabilities and welcomes them to be entrepreneurs.

The tracer study of 2021 revealed that 71.8 percent work as educators for students with special needs, 5.1 percent work as entrepreneurs, and 5.1 percent continue with their master's studies. The rest works in various types of jobs.

The study programme's programme education objectives are:

PEO 1: Producing educators in special schools, inclusive schools, therapy centres who are able to design, implement, evaluate, and reflect on services for students with special needs.

PEO 2: Produce individuals who are adaptable and lifelong learners.

PEO 3: Produce individuals who are able to develop themselves and build a business.

PEO 4: Produce individuals who are able to uphold an inclusive culture based on religion, morals, and ethics.

Based on these objectives, the programme learning outcomes are defined as follows:

PLO-1 Mastering the theoretical concepts of the basics of educational theory relevant to special education.

PLO-2 Mastering the basics of designing. Implementing, assessing services for students with special needs.

PLO-3 Identifying and assessing students with special needs using various techniques and strategies.

PLO-4 Designing curriculum and programs of special education services.

PLO-5 Skilled in providing academic and special needs program for students with special needs.

PLO-6 Utilizing assistive media and technology in special education services.

PLO-7 Skilled in logical thinking for problem solving in the field of special education in accordance with their expertise based on scientific rules, procedures, and ethics in order to produce solutions, ideas, designs.

PLO-8 Applying special education science based on technology and local wisdom by prioritizing inclusive education.

PLO-9 Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/in writing.

PLO-10 Implementing an inclusive culture in carrying out their duties as a teacher for students with special needs and entrepreneur based on religion, morals, and ethics.

Appraisal:

The panel was impressed by the efforts the Faculty, programme management and the lecturers put into the development of each programme's education objectives and learning outcomes. They have a clear picture of their target groups, the graduate profiles and the professional field that they take as the basis for the development of the study programmes. The review of the objectives and the

curricula, that they call revitalisation, takes place annually to ensure educational quality and to adapt to the relevant market demands. The objectives are defined based on the national qualification framework, but also in a way that allows students to develop their personality and gain academic proficiency.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)		X			

1.2 International orientation of the study programme design (Asterisk Criterion)

The Bachelor of Elementary Teacher Education

During its accreditation procedure with the national BAN-PT, the Bachelor of Elementary Teacher Education received the feedback to enhance its international orientation.⁶ To follow the recommendation, the study programme considers international standards to educate elementary teachers that can work in an international environment and have a global perspective. For that matter, it introduced a bilingual class for every cohort that uses both English and Bahasa Indonesian as the languages of instruction.

Moreover, to prepare the students to teach in international schools in Indonesia that use international curricula, such as the Cambridge or Singapore curriculum, they include course contents related to international education, such as Digital Literacy, STEAM Education for Elementary School and ethno-based realistic mathematics education.⁷ During their studies, students can do an internship in one of these schools to gain first working experience.

In addition to these measures, the study programme organises international webinars or invites guest lecturers from Murdoch University, Edith Cowan University and Newcastle University in Australia. Students and lecturers are encouraged to participate in short-term programmes for three months or summer schools at partner universities abroad. Among the partners are the University of Newcastle, New South Wales, Australia, Murdoch University, Western Australia, Edith Cowan University, Western Australia, Kathmandu University, Nepal, Visayas University, Philippine, and University of Tsukuba, Japan. The study programme participates in an international association called International Transformative Education Networking (ITERN) located in Australia.

Lecturers can start joint research projects with oversea partners and publish their research results in international journals. For instance, they cooperated with Newcastle University in the project “Establishing a SimLab”. With Murdoch University, they researched Microteaching 2.0.

The Bachelor of Educational Technology

Similar to the Bachelor of Elementary Teacher Education, the Bachelor of Educational Technology also reflects international trends in its curriculum to qualify their students respectively. They offer courses in 2D and 3D Animation, Video Media Development and Graphic Media Development. Several courses are taught in English and Bahasa Indonesian.

Lecturers and students can take part in international activities, like short-term courses, internships and conferences. For example, in 2021, the Faculty of Education implemented summer course

⁶ See self-evaluation report p. 5.

⁷ See self-evaluation report p. 16. STEAM education is an approach to teaching and learning that combines science, technology, engineering, the arts, and math to guide student inquiry, discussion, and problem solving.

activities in collaboration with the University of Human Development, Iraq.⁸ Lecturers are engaged in joint research in the field of Educational Technology with various foreign universities, including Chung Cheng University, Taiwan, University of Newcastle, and Kathmandu University, Nepal. The lecturers and students are members of the International Association for Educational Communications and Technology (AECT) Organisation.

Moreover, the Bachelor of Educational Technology organises guest lecturers and webinars with international lecturers. Their main partner is the South East Asian Ministers of Education Organisation (SEAMEO) with that the study programme organised a whiteboard animation training and a learning video media development training in 2021. In 2022, they held a joint lecture with Bicol University, Philippines about the development of storytelling.

The Bachelor of Special Education

The Bachelor of Special Education follows an inclusive education approach that is influenced by a global perspective.

Besides their content orientation, lecturers and students are given opportunities to participate in summer courses, international guest lectures and conferences. For example, in 2021, students took part in the ten-day summer camp programme organised in collaboration with the University of Human Development, Iraq. Students can do an internship at the Singapore International School as well. Guest lecturers came from the Open University London, Sydney University Australia, Khon Kaen University Thailand, and Universiti Kebangsaan Malaysia. These partner universities also invite lecturers to study with them abroad and do research together. An international conference at the study programme was organised in 2019 focusing on Elevating Innovation for Sustainable Development of Special Education.

Appraisal:

The panel applauds the Faculty's activities on the international stage. They are enthusiastic about the manifold opportunities lecturers and students have to get familiar with international topics and working environments. The international context is incorporated in each of the study programmes. The Bachelor of Elementary Teacher Education particularly stands out for them in this regard because it established a bilingual class.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)		ETE	ET SE		

⁸ See self-evaluation report p. 18.

1.3 Positioning of the study programme

Positioning of the study programmes on the educational market and job market

The Bachelor of Elementary Teacher Education

In East Java, the Bachelor of Elementary Teacher Education at UNESA is the only study programme with an “A” accreditation by the BAN-PT. It differs from other programmes by offering a bilingual class. It shall prepare students to work in international schools in Indonesia and in Indonesian schools abroad.

According to the self-evaluation report, Indonesia faced a teacher shortage of more than 1.3 million people in 2023.⁹ In this context, during the interview, the representatives from the study programme reported that the students usually get job offers even before their graduation. As mentioned before, the majority of graduates find work as elementary school teachers (80 percent), some work as kindergarten teachers, school administrators and office secretaries. Only seven percent continue their studies on the Master’s level.

The Bachelor of Educational Technology

The Bachelor of Educational Technology identified several competitors with a national “A” accreditation on the educational market, among these are for instance the State University Malang (UM), Yogyakarta State University (UNY), March 11th University (UNS), Ganesha Educational University (UNDIKSHA), State University Makassar (UNM), State University Padang (UNP), and State University Medan (UNIMED). UNESA distinguishes itself from the competitors by offering special equipment, like standardized video broadcast laboratory, a laboratory of photos, audio, and graphics equipped with various equipment suitable according to the needs and developments of the times.¹⁰

The three job profiles mentioned before, namely 1) instructional technology developers, 2) education and training analysts, and 3) multimedia/animation and broadcast teachers, are based on the needs of the market. The so-called school field introduction programme shall support multimedia and broadcast teachers to find jobs. The curriculum analyst and technology developers can gain working experience during the internship. The tracer study shows that the majority of graduates works in one of the three fields. Some are employed as curriculum analysts in ministries, managers of learning resource centres at universities, education and training analysts in the Indonesian National Army, education and training analysts of the Indonesian National Police.

⁹ See self-evaluation report p. 20.

¹⁰ See self-evaluation report p. 20.

The Bachelor of Special Education

The Bachelor of Special Education names the Special Education Programme at Universitas Negeri Malang, at Universitas Negeri Sebelas Maret, at Universitas Negeri Yogyakarta, and at Universitas Pendidikan Indonesia as its main competitors. Its unique characteristic is UNESA's approach of inclusive education. This is embodied by the inclusive service for people with disabilities through UNESA-DIMETRIC. This Service Unit for Children with Special Needs (ULABK) is an integrated laboratory connecting specialities and fields of interest.

The graduates mostly work as special needs teachers, a few work as entrepreneurs related to children with special needs. Most of them found a job in less than six months after graduation.¹¹

For all three study programmes regarding the positioning within the UNESA's overall strategic concept

Against the backdrop that UNESA started as the Institute for Teacher Training and Education and later became a state university, the three study programmes belong to one of the oldest faculties. They reflect upon UNESA's mission and vision of "Excellent in Education and Strong in Science" which is characterised by their regular updates of the programme objectives and curricula.

The Bachelor of Elementary Teacher Education has the second highest number of applicants each year and aims at training qualified teachers. The Bachelor of Educational Technology supports UNESA's goals and attractiveness by developing applications and learning resources to facilitate the learning of students with disabilities, like Pustakanesa, Easyindo, and learning videos for deaf students throughout Indonesia. The Bachelor of Special Education contributes in terms of science, student activities, and partnerships regarding the opportunities of students with disabilities.

Appraisal:

The panel considers the reasons stated by each study programme regarding their competitors and position on the educational market to be convincing. They are impressed how well students are prepared for their future employment. The study programmes analyse the needs of the markets, take the results of the tracer study into account and react to the developments. Therefore, students easily find jobs in education and related fields. In addition, the study programmes belong to the oldest faculty and support UNESA's growth. They reflect upon the mission and vision and support UNESA's aims and strategic planning.

¹¹ See self-evaluation report p. 23.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

For all study programmes regarding admission requirements, selection procedure, and counselling for prospective students

Student candidates can choose among three pathways of selection and application. Students with disabilities can choose these pathways as well. To start any of the application procedures, registration at: <https://sipenmaru.unesa.ac.id/> is required.

- 1) The National Selection for State University Admission (SNMPTN) is a national selection procedure based on the report cards and other achievements of the student.
- 2) The Joint Selection for State University Entrance (SBMPTN) is also managed nationally and is based on the results of written computer-based tests (UTBK). The computer-based test entails Scholastic Ability Test Questions to assess the cognitive reasoning, reading and writing skills and comprehension abilities of the applicant. Contents are taken from science and technology, social sciences and humanities, and a mix of topics. Moreover, there is also an Academic Ability Test assessing the school-taught and necessary knowledge and scientific understanding necessary for achievement in higher education (mathematics, Indonesian, English, Economics, History, Biology etc.). Lastly, there is an English proficiency test for students to measure their English language skills.
- 3) The New Student Admission Selection (SPMB) is an independent pathway that the Universitas Negeri Surabaya organises based on the results of a written test called UTBK and skill tests for specific study programmes, such as sports and arts.

The first and second selection pathway are conducted on the auspices of the Higher Education Entrance Test Institute (LTMPT). It defines the national standards for each pathway. For these two selection methods, students must fulfil the following admission requirements:

- Students must have passed the high school education (maximum 3 years after graduating high school or the maximum age limit is 21 years),
- Students must follow and have UTBK scores,
- Students must have adequate health,
- Students must upload a portfolio.

For the third track, UNESA defined the following admission requirements:

- Students must pass high school education,
- Students must upload a portfolio,
- Students must take a feasibility test, recommended from the embassy (especially for overseas applicants),

Foreign students who would like to enrol at the Universitas Negeri Surabaya must pass an English proficiency test. The placement test for foreign students includes Indonesian proficiency. They can attend a one-year bridge programme to learn the Indonesian language. UNESA provides scholarships for overseas students, like the UNESA International Student Scholarship.

The final selection of students depends on the pathway they chose. For the first and second pathway, the LPMPT will analyse the results of the computer-based test and will publish them on their platform.

In UNESA's independent selection track, students are also asked to provide their personal information and portfolio that the University assesses. In the second step, UNESA informs the students after the pre-selection about the date and place of testing. UNSEA also carries out tests like psychological test, and questions regarding their knowledge about science and technology, social sciences and humanities, and other skills. In case persons with disabilities take part in the test, they have specialized candidate-interviews with experts on disability to ensure that there is no discrimination towards applicants with disabilities. During the online conference, the panel learned that UNESA prepares its own selection procedure by setting up stalls in the University to handle the students that can move from one stall to the next to finish the application procedure.

In case students have questions with regard to the procedure or they got rejected, UNESA's Admission Unit is available during office hours from Monday to Friday from 09:00 am to 04:00 pm via phone, on the website and via messenger services like WhatsApp or Telegram for advice.

For all study programmes regarding assurance of foreign language proficiency

In general, the required minimum result of the English Proficiency Test score is 425 for non-English students and 525 for English students that they must have achieved by the time of their graduation. UNESA's Language Center is responsible for carrying out the tests. To provide the students with enough opportunities to improve their English proficiency, the study programmes integrate English textbooks. The Bachelor of Elementary Teacher Education has instituted a bilingual class where the language of instruction is English and Bahasa Indonesia. The other study programmes also have parts of their classes or the course materials in English. At the department level, students have founded an English language community to practice speaking.

For all study programmes regarding transparency and documentation

The entire application and selection procedure is carried out online. The applicants can see the status of their application in their account. The website also announces the results. For foreign students, further information are available on the official website of the Office of International Affairs. After registration, students can proceed to the next stage after completing all requirements and receive their results online.

Appraisal:

The admission requirements at UNESA are defined and comprehensible. They take into account national requirements and refer to them in a transparent way. The selection procedure is transparent and ensures that qualified students are admitted. Moreover, UNESA ensures that persons with disabilities can state their needs to receive special treatment during the application procedure until their graduation.

The language requirements must be fulfilled by the time students graduate. The study programmes offer manifold possibilities for students to improve their English language skills by using course materials in English language or by students' initiatives to practice speaking English.

Applicants can directly use messenger channels, like WhatsApp or Telegram to contact the counselling service regarding specific questions of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

For all study programmes

At UNESA, the study programmes design their curriculum with reference to tracer studies, comparative studies and focus group discussions with stakeholders, alumni, alumni users, and the community, and with reference to the Indonesian National Qualification Framework. After they analysed the results of a testing phase, the new curriculum is implemented.

The University and Faculty determine 58 compulsory courses that are related to the contents of the three study programmes. These compulsory courses can be characterized as follows:

Figure 10 Course categories at UNESA

Course Categories	Credit Unit	Credit Points	Names of Courses
National Compulsory Courses	8 CU	13 ECTS	Religious Education, <i>Bahasa Indonesia</i> , Civic Education, and Pancasila Education
University Compulsory Courses	44 CU	70 ECTS	Digital Literacy, Physical and Fitness Education, Community Services, and Student Teaching Internship
Faculty Compulsory Courses	6 CU	10 ECTS	Inclusive Education, Educational Sciences, and Educational Psychology

All three study programmes implement the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme) under which students are granted the right to study outside the home university and the study programme for three semesters (equivalent to 20 Semester Credit Units (SCU) per semester, or a maximum total amount of 40 SCUs for two semesters– see semesters 5 and 7 in the curriculum). In addition, they can participate in one MBKM activity in the sixth semester as well.

In 2020, the Ministry of Education and Culture (Mendikbud) introduced this new policy with respective ministerial decrees. It entails the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

At UNESA, students participate in community service activities in the fifth or sixth semester. The internships are part of the seventh semester. The Departments provide internship places for students. Besides that, the Ministry of Education and Culture also has a placement service.

Bachelor of Elementary Teacher Education

Curriculum Overview															
Undergraduate Program, 8 Semesters															
Code	Course	Credit Units per Semester								Workload			Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6	7	8	Hours in Class	Hours in structured assignment	Hours Self-Study			
Semester 1										280,00	336	336			
100002024-100002029	Religious Education	2								26,67	32	32	GD, CS	EP (200 Minutes)	50%
8620602192	Digital Literacy	2								26,67	32	32	D, CoL	EP (200 Minutes)	50%
8620602027	Language Study	2								26,67	32	32	GD, CS	EP (200 Minutes)	50%
8620602194	Numbers and Data Processing	2								26,67	32	32	GD, CS	EP (200 Minutes)	50%
8620603195	Basic Concept of Elementary School Social Studies	3								40,00	48	48	GD, CS	EP (300 Minutes)	50%
8620602196	Basic Concept of Elementary School Pancasila and Civic Education	2								26,67	32	32	GD, CS	EP (200 Minutes)	50%
8620602097	Inclusive Education	2								26,67	32	32	GD, PBL	EP (200 Minutes)	50%
8620600197	Basic English	2								26,67	32	32	GD, CS, PBL	EP (200 Minutes)	50%
8620602203	Educational Sciences	2								26,67	32	32	GD, CS	EP (200 Minutes)	50%
2212003	Educational Psychology	2								26,67	32	32	GD, CL	EP (200 Minutes)	50%
Semester 2										293,33	352	352			
1212009	Bahasa Indonesia		2							26,67	32	32	GD, CS	EP (200 Minutes)	50%
100002033	Civics Education		2							26,67	32	32	GD, PBL	EP (200 Minutes)	50%
8620602192	Pancasila Education		2							26,67	32	32	GD, PBL	EP (200 Minutes)	50%
8620602191	Physical and Fitness Education		2							26,67	32	32	D	Pe (200 Minutes)	50%
8620602006	Literary Appreciation		2							26,67	32	32	PJBL	Pr (200 Minutes)	50%
8620602205	Geometry and Measurement		2							26,67	32	32	GD, PBL	EP (200 Minutes)	50%
8620603198	Basic Concepts of Science		3							40,00	48	48	GD, PBL	EP (300 Minutes)	50%
8620603206	The Development of Social Studies Dimension in Elementary School		3							40,00	48	48	PBL	EP (300 Minutes)	50%
8620602013	Guidance in Elementary School		2							26,67	32	32	GD, CS	EP (200 Minutes)	50%
8620602190	Elementary Schools Curricula		2							26,67	32	32	GD, CS	EP (200 Minutes)	50%

Semester 3										266,67	320	320			
8620603143	Enhancement of Indonesian Language Skills			3						40,00	48	48	GD, PBL	EP (300 Minutes)	50%
8620603209	Basic Concepts of Advanced Science			3						40,00	48	48	GD, PBL	EP (300 Minutes)	50%
8620602086	Integrated learning			2						26,67	32	32	GD, PBL	EP (200 Minutes)	50%
8620602007	Local Language			2						26,67	32	32	PBL, D	Pe (200 Minutes)	50%
8620602173	Statistics			2						26,67	32	32	GD, CS	EP (200 Minutes)	50%
8620602212	Planning of Innovative Learning in Elementary School			2						26,67	32	32	PBL, S	EP (200 Minutes)	50%
8620602201	The development of Teaching Material			2						26,67	32	32	PJBL	Pr (200 Minutes)	50%
8620602064	Learning media in Elementary School			2						26,67	32	32	PJBL	Pr (200 Minutes)	50%
8620602202	Evaluation of Learning			2						26,67	32	32	PBL	EP (200 Minutes)	50%
Semester 4										280,00	336	336			
8620603208	Mathematics Learning in Elementary School			3						40,00	48	48	CS	EP (300 Minutes)	50%
8620603207	The Development of Civic Teaching Material			2						26,67	32	32	PJBL	Pr (200 Minutes)	50%
8620602115	Music Education			2						26,67	32	32	D	Pe (200 Minutes)	50%
8620603199	Art and Craft Education			3						40,00	48	48	D	Pe (200 Minutes)	50%
8620604214	Thematic Learning for Early Elementary Schools			4						53,33	64	64	PJBL, S	Pr (400 Minutes)	50%
8620602181	Entrepreneurship			2						26,67	32	32	PJBL	Pr (200 Minutes)	50%
8620603211	Research Methodology			3						40,00	48	48	PJBL	Pr (300 Minutes)	50%
8620602213	Teaching and Micro Learning Skills			2						26,67	32	32	PJBL, S	Pr & Pe (400 Minutes)	100% *
Semester 5										240,00	288	288			
8620603234	Musical Art Enhancement for Children			3						40,00	48	48	CS, D	Pe (300 Minutes)	50%
8620603237	Art and Craft Enhancement for Children			3						40,00	48	48	CS, D	Pe (300 Minutes)	50%
8620603084	Pancasila and Civic Education Learning in Elementary School			3						40,00	48	48	PJBL	Pr (300 Minutes)	50%
8620603257	Science Learning in Elementary School			3						40,00	48	48	PJBL	Pr (300 Minutes)	50%
8620603255	Ethno-based Realistic Mathematics Education in Elementary School			3						40,00	48	48	PJBL	Pr (300 Minutes)	50%
8620603260	STEAM Education in Elementary School			3						40,00	48	48	PJBL	Pr (300 Minutes)	50%

Semester 6										266,67	320	320			
1000003077-1000003100	Community Service						20			266,67	320	320	PJBL	Pr (2000 minutes)	50%
Semester 7										266,67	320	320			
1000002050-1000002056	Student Teaching Internship						20			266,67	320	320	WBL	Pr & Pe (2000 Minutes)	100%
Semester 8										80	96	96			
8620606164	Thesis							6		80	96	96	PJBL	Pr & Pe (2000 Minutes)	100%
total		21	22	20	21	18	20	20	6	1973,34	2048	2048			

Note:

Code Methods	Methods
GD	Group Discussion
S	Simulation
CS	Case Study
CoL	Collaborative Learning
CL	Cooperative Learning
PJBL	Project Based Learning
PBL	Problem Based Learning
WBL	Work Based Learning
D	Demonstration

Code Form of Examination	Form of Exam
EP	Exam Paper
Pe	Performance
Pr	Product
Po	Portfolio

The Bachelor of Elementary Teacher Education trains students in the five main subjects, namely Mathematics (Numbers and Data Processing, Geometry and Measurement), Science (Basic Concept of Science and Basic Concept of Advanced Science), Bahasa Indonesia (Language Study, Bahasa Indonesia, Literary Appreciation, Enhancement of Indonesian Language Skills, Balanced Literacy), Social Studies (Basic Concept of Social Studies), and Civic Education (Basic Concept of Pancasila). In addition to this, they can focus on sports, ethnic languages or English. Pedagogical courses complement these basic courses, such as Mathematics Learning in Elementary School, Science Learning in Elementary School, The Development of Social Studies Dimension in Elementary School, and Development of Bahasa Indonesia Learning in Elementary School. Students can choose six courses from 15 elective courses. In the fifth semester, it is possible to choose courses outside the study programme. In the sixth and seventh semester, students participate in community service and an internship at a school.

Bachelor of Educational Technology

Curriculum Overview															
Undegraduate Programme, 8 Semesters															
Code	Title of Module / Course Unit	Credit Points per Semester								Workload			Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours in structured assignment	Hours Self-Study			
Semester 1										280,00	336	336,00			
	Religious studies	2								26,67	32	32	GD/CS	exam paper	50%
	Digital Literacy	2								26,67	32	32	D/CoL	exam paper	50%
	Educational Psychology	2								26,67	32	32	GD/CL	exam paper	50%
	Introduction to Educational Technology	2								26,67	32	32	GD/CL	exam paper	50%
	Educational Philosophy	2								26,67	32	32	GD/CL	exam paper	50%
	Learning Media	3								40,00	48	48	GD/CL	exam paper	50%
	Learning Communication	2								26,67	32	32	GD/CS	exam paper	50%
	Performance Technology	2								26,67	32	32	GD/CS	exam paper	50%
	Educational Sciences	2								26,67	32	32	CS	exam paper	50%
	Introduction to Curriculum	2								26,67	32	32	GD/CS	exam paper	50%
Semester 2										293,33	352	352			
	Pancasila Education		2							26,67	32	32	GD/PBL	exam paper	50%
	Learning Strategies		2							26,67	32	32	GD/CS	exam paper	50%
	Message Design		2							26,67	32	32	PjBL	product	50%
	Bahasa Indonesia		2							26,67	32	32	CS	exam paper	50%
	Physical Education and Fitness		2							26,67	32	32	D	Performance	50%
	Learning Planning		2							26,67	32	32	CS	exam paper	50%
	Evaluation of Learning and Learning		2							26,67	32	32	GD/CS	exam paper	50%
	Graphic Media Development		2							26,67	32	32	PjBL/D	product	50%
	Management and Utilization of Learning Resources		2							26,67	32	32	GD/CS	exam paper	50%
	Inclusive Education		2							26,67	32	32	GD/PBL	exam paper	50%
	Educational Innovation and Diffusion		2							26,67	32	32	GD/CL/CS	exam paper	50%
Semester 3										293,33	352	352			
	Citizenship Education			2						26,67	32	32	GD/PBL	exam paper	50%
	Development of Instructional Materials			2						26,67	32	32	PjBL/D	product	50%
	Development of Photo Media			4						53,33	64	64	PjBL/D	product	50%
	Development of Audio/Radio Media			4						53,33	64	64	PjBL/D	product	50%
	Statistics in Education			2						26,67	32	32	GD/CS	exam paper	50%
	Evaluation and Curriculum Development			4						53,33	64	64	PjBL	exam paper	50%
	2D and 3D Animation			4						53,33	64	64	PjBL/D	product	50%

Semester 4										280,00	336	336							
	Development of Video/Television Media				4					53,33	64	64	PjBL/D	Product	50%				
	Development of Media Models and Realia				2					26,67	32	32	PjBL/D	Product	50%				
	Education and Training Systems Development				3					40,00	48	48	PjBL	exam paper	50%				
	Information and Communication Technology Based Learning				3					40,00	48	48	PjBL	Product	50%				
	Development of Interactive Multimedia				4					53,33	64	64	PjBL/D	Product	50%				
	Research Methodology				3					40,00	48	48	PjBL	Product	50%				
	Teaching Skills and Microlearning				2					26,67	32	32	PjBL/S	performance	100%				
Semester 5										240,00	288	288							
	MK Choice of Packages A, B, C				18					240,00	288,00	288,00	GD/CL	exam paper	50%				
Semester 6										266,67	320	320							
	KKNT AM Community Service Program Design				3					40,00	48	48	PjBL	Performance/Product	100%				
	KKNT AM Program Set Development				4					53,33	64	64	PjBL	Performance/Product					
	KKNT AM Program Implementation				4					53,33	64	64	PjBL	Performance/Product					
	KKNT AM Program Evaluation				3					40,00	48	48	PjBL	Performance/Product					
	KKNT AM Program Dissemination				3					40,00	48	48	PjBL	Performance/Product					
	KKNT AM Progress Report Development				3					40,00	48	48	PjBL	Performance/Product					
Semester 7										266,67	320	320							
	PLP Student Teaching Internship (all rolled into one)							4		53,33	64	64	WBL	Performance/Product	100%				
	PLP Curriculum Analysis							2		26,67	32	32	WBL	Performance/Product					
	PLP Learning Assessment							2		26,67	32	32	WBL	Performance/Product					
	PLP School Management							2		26,67	32	32	WBL	Performance/Product					
	PLP Development of Instructional Materials							3		40,00	48	48	WBL	Performance/Product					
	PLP Learning Media Development							2		26,67	32	32	WBL	Performance/Product					
	PLP School Program Development							2		26,67	32	32	WBL	Performance/Product					
	PLP Learning Plan Development							3		40,00	48	48	WBL	Performance/Product					
Semester 8										80	96	96							
	Thesis							6		80,00	96	96	S	Performance	100%				
...		...	21	22	22	21	18	20	20	6	2000,00	2400,00	2400,00						
											6800,00	28,451883							
C	Colloquium																		
BA	Bachelor's Thesis																		

GD	Group discussion																		
S	Simulation																		
CS	Case study																		
CoL	Collaborative learning																		
CL	Cooperative learning																		
PJBL	Project based learning																		
PBL	Problem Based learning																		
D	Demonstration																		
WBL	Work based learning																		

The Bachelor of Educational Technology has four scientific clusters:

- 1) Learning and Training Design,
- 2) Curriculum and Educational Sciences,
- 3) Educational Media / Learning Resources, and
- 4) Research and Evaluation

It teaches compulsory courses in the first two years (semester 1-4). They include basic knowledge like Educational Science and Psychology, and Educational Technology. Some of these courses, like Human Performance Technology, or 2D-3D Animation, focus on media development studies entailing photography, video, and audio skills.

Bachelor of Special Education

Curriculum Overview																
Undergraduate Program, 8 Semesters																
Code	Course	Credit Units per Semester								CP/ECTS	Workload			Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.		Hours in Class	Hours in structured assignment	Hours Self-Study			
Semester 1											226,67	272	272			
1000002026	Religion Education	2								3,18	26,67	32	32	GD, CS	EP (200 Min)	50%
8620203346	Orthopedagogy	3								4,77	40,00	48	48	GD, CS, Sv	EP (200 Min)	50%
8620202261	Psychology of Children with Special Needs	2								3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620203347	Information Processing System for Children with Special Needs	2								3,18	26,67	32	32	PBL	EP (200 Min)	50%
8620202318	Entrepreneurship	2								3,18	26,67	32	32	Sv, PjBL	Pr (200 Min)	50%
8620202332	Digital Literacy	2								3,18	26,67	32	32	D, CoL	EP (200 Min)	50%
8620204345	Educational Sciences	2								3,18	26,67	32	32	GD, CS	EP(200 Min)	50%
2212003	Educational Psychology	2								3,18	26,67	32	32	GD, CL	EP (200 Min)	50%
Semester 2											266,67	320	320			
1000002033	Pancasila		2							3,18	26,67	32	32	GD, PBL	EP (200 Min)	50%
1212009	Bahasa Indonesia		2							3,18	26,67	32	32	GD, CS	EP (200 Min)	50%
8620202357	School Curriculum		2							3,18	26,67	32	32	GD, CS, PBL	EP (200 Min)	50%
8620202339	Physical and Fitness Education		2							3,18	26,67	32	32	D	Pe (200 Min)	50%
8620202323	Identification And Assessment for Children with Special Needs		2							3,18	26,67	32	32	GD, CS, PjBL	EP (200 Min)	50%
8620202351	Speech Development		2							3,18	26,67	32	32	GD, CS, PcBL	Pe (200 Min)	50%
8620202355	Learning for Children with Multiple Disabilities		2							3,18	26,67	32	32	GD, CS, PBL	EP (200 Min)	50%
8620204344	Orientation, Mobility, Social, and Communication		2							3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202356	Braille		2							3,18	26,67	32	32	GD, CS, PjBL, PcBL	Pe, Pr (200 Min)	50%
8620202038	Counseling for Children with Special Needs		2							3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pe, Pr (200 Min)	50%
Semester 3											266,67	320	320			
8620203224	Civics			2						3,18	26,67	32	32	GD, PBL	EP (200 Min)	50%
8620202206	Inclusive Education			2						3,18	26,67	32	32	GD, PBL	EP (200 Min)	50%
8620202321	Learning Media for Children with Special Needs			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202348	Development of Activity Daily Living			2						3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pr (200 Min)	50%
8620202349	Learning for Children with Attention Deficit and Hyperactivity Disorders			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (300 Min)	50%
8620202280	Communication System for Hearing Impairment			2						3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (300 Min)	50%
8620202209	Social Studies for Children with Special Needs			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202354	Science and Mathematics for Children with Special Needs			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202352	Learning for Gifted Children			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202326	Lesson Planning			2						3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%

Semester 4										280,00	336	336			
8620202358	Individualized Educational Program			2					3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%
8620202359	Communication, Social, and Behaviour Development			2					3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (200 Min)	50%
8620203384	Research Methodology of Special Education			3					4,77	40,00	48	48	PjBL	Pr (300 Min)	50%
8620202385	Statistics			2					3,18	26,67	32	32	GD, CS	EP (200 Min)	50%
8620202386	Development of Teaching Materials			2					3,18	26,67	32	32	GD, CS, PjBL	Product (300 Min)	50%
8620202336	Learning Evaluation			2					3,18	26,67	32	32	GD, CS, PBL	EP (200 Min)	50%
	Area of Interest: Children with Visual Impairment			8					12,72	106,67	128	128			
8620203360	ICT-Based Braille*												GD, CS, PjBL, PcBL	EP, Pr (200 Min)	50%
8620203362	Early Intervention for Children with Visual Impairment*												GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202362	Learning For Children with Visual Impairment*												GD, CS, PcBL	EP, Pe (300 Min)	50%
	Area of Interest: Children with Hearing Impairment														
8620203391	Development Of Communication, Sound And Rhythm Perception*												GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203364	Early Intervention for Children with Hearing Impairment*												GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202365	Learning for Children Hearing Impairment*												GD, CS, PcBL	EP, Pe (300 Min)	50%
	Area of Interest: Children with Intellectual Disability														
8620203366	Self Development*												GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203367	Early Intervention for Children with Intellectual Disability*												GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202368	Learning For Children with Intellectual Disability*												GD, CS, PcBL	EP, Pe (300 Min)	50%
	Area of Interest: Children with Physical Disability														
8620203369	Motor Development*												GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%
8620203370	Early Intervention for Children with Physical Disability*												GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202106	Learning for Children with Physical Difficulties *												GD, CS, PjBL, PcBL	EP, Pr/Pe (300 Min)	50%
	Area of Interest: Children with Autism Spectrum Disorders														
8620203372	Behaviour Management for Children with Autism Spectrum Disorders*												GD, CS, PjBL, PcBL	Pr, Pe (200 Min)	50%
8620203373	Early Intervention for Children with Autism Spectrum Disorders *												GD, CS, PjBL, PcBL	Pr, Pe (200 Min)	50%
8620202374	Learning For Children with Autism Spectrum Disorders*												GD, CS, PcBL	EP, Pr (300 Min)	50%
	Area of Interest: Children with Learning Difficulties														
8620203375	Sensory and Behaviour of Children with Learning Difficulties*												GD, CS, PjBL	EP, Pr (200 Min)	50%
8620203376	Early Intervention for Children with Learning Difficulties*												GD, CS, PcBL	EP, Pe (200 Min)	50%
8620202377	Learning for Children with Learning Difficulties*												GD, CS, PjBL, PcBL	EP, Pr/Pe (300 Min)	50%

Semester 5										293,33	352	352				
8620202387	Teaching and Micro Learning Skills					2			3,18	26,67	32	32	PjBL, S	Pr, Pe (400 Min)	50%	
8620204344	Orientation, Mobility, Social, and Communication*					2			3,18	26,67	32	32	GD, CS, PcBL	EP, Pe (200 Min)	50%	
8620202378	Braille Reading and Writing*					2			3,18	26,67	32	32	GD, CS, PjBL, PcBL	Pe, Pr (200 Min)	50%	
8620202379	Sign Language*					2			3,18	26,67	32	32	GD, PjBL, PcBL	EP, Pr/Pe (200 Min)	50%	
8620202380	Self Development*					2			3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%	
8620202381	Motor Development*					2			3,18	26,67	32	32	GD, CS, PjBL, PcBL	EP, Pe/Pr (200 Min)	50%	
8620203372	Behaviour Management for Children with Autism Spectrum Disorders*					3			4,77	40,00	48	48	GD, CS, PjBL, PcBL	Pr, Pe (200 Min)	50%	
8620202382	Sensory and Behaviour of Children with Learning Difficulties*					2			3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%	
8620203207	Inclusive Education*					3			4,77	40,00	48	48	GD, PBL	EP (300 Min)	50%	
8620202383	Assistive Technology*					2			3,18	26,67	32	32	GD, CS, PjBL	EP, Pr (200 Min)	50%	
Semester 6										320,00	384	384				
8620220390	Community Service					20			31,8	266,67	320	320	WBL	Pe, Pr (2000 Min)	100%	
8620206389	Internship					4			6,36	53,33	64	64	WBL	Pe, Pr (400 Min)	100%	
Semester 7										266,67	320	320				
8620210388	Student Teaching Internship					20			31,8	266,67	320	320	WBL	Pe, Pr (2000 Min)	100%	
Semester 8										80,00	96	96				
8620206286	Thesis								6	9,54	80	96	96	PjBL	Pr (600 Min)	100%
total		17	20	20	21	22	24	20	6	239	2000	2080	2080			

Notes

GD:	Group Discussion
S:	Simulation
D:	Demonstration
Sv:	Survey
CS:	Case Study
CoL:	Collaborative Learning
CL:	Cooperative Learning
PBL:	Problem-based Learning
PjBL	Project-based Learning
PcBL:	Practice-based Learning
WBL:	Work-based Learning
EP:	Exam Paper
Pe:	Performance
Pr:	Product

The curriculum of the Bachelor of Special Education is split into six specialisation offered to students, namely (1) Children with Visual Impairments, (2) Children with Hearing Impairments, (3) Children with Intellectual Disabilities, (4) Children with Physical Disabilities, (5) Children with Autism and (6) Children with Learning Difficulties. From the fourth semester on, students can choose courses according to their area of interest.

For all study programmes regarding the rationale of the study programme

The Bachelor of Elementary Teacher Education, the Bachelor of Educational Technology and the Bachelor of Special Education all award the Bachelor of Education (Sarjana Pendidikan, S.Pd.). Their names are determined according to the Decree of the Director General of Learning and Students, Number 46/B/HK/2019 regarding the list of names of study programmes at universities.

For all study programmes regarding the integration of theory and practice

The Faculty of Education attaches importance to preparing its students for their future employment. This preparation includes the students' competence to transfer their theoretical knowledge to real-life situations. Therefore, at first, they learn the basic concepts and theories, which they later on connect with practical skills.

For example, the students of the Bachelor of Elementary Teacher Education must attend the course Numbers and Data Processing as a prerequisite for the course of Mathematics Learning in Elementary School in the first year of their studies. Furthermore, in the second year, they practice teaching in microteaching simulations with avatars. They developed this project together with Murdoch University, Australia. Connected to their experience in the teaching laboratory, students can use their practical knowledge during the internship in the third year.

The students of the Bachelor of Educational Technology follow a similar scheme. At first, they learn the basics and context of Educational Technology followed by courses training them in media applications and skills. For example, they learn how to assess learning environments in courses like Learning Planning and Learning Assessment. In courses focusing on practical issues, they already know how to identify problems and look for adequate solutions by using technology. These courses are Graphics Media Development, Photography Media Development, Video/Television Media Development, and Audio/Radio Media Development.

The students of the Bachelor of Special Education choose their area of interest in the fourth semester. Beforehand, they study the basic concepts related to disabilities in courses like Information Processing System for Children with Special Needs, Identification and Assessment for Children with Special Needs, and Learning for Children with Multiple Disabilities. They learn how to design a curriculum that considers the special needs in courses such as Individualized Educational Program, Lesson Planning, and School Curriculum. They are trained in using assistive media and technologies in courses like ICT-Based Braille, Assistive Technology, and Learning Media for Children with Special Needs. They can transfer their knowledge to practical situations during their internship.

For all study programmes regarding interdisciplinary thinking

Interdisciplinary thinking is part of all study programmes' courses. For example, they integrate the MBKM programme including community service and an internship into the curriculum that conveys

skills crossing different disciplines to prepare students for their future employment. Students are also allowed to study outside their study programme in similar study programmes at other universities, which also broadens the student's perspective on the course contents. In addition, students can participate in national competitions, like Student Creativity Programme and Student Entrepreneurship Programme. These competitions are opportunities to gain interdisciplinary competences.

The Bachelor of Elementary Teacher Education educates the students in five disciplines, namely Mathematics, Science, Bahasa Indonesia, Pancasila and Civic Education, and Social Studies. These contents are connected with learning theories, technology and media competences. Moreover, students can apply to go to another university for their studies. Possible partners are among others the Elementary Teacher Education study programme at Universitas Jambi, the Indonesian Language and Literacy Education programme at the Universitas Jambi, or the Elementary Teacher Education programme at the Universitas PGRI Madiun.

The Bachelor of Educational Technology combines different disciplines in its courses as well. For example, they offer courses like Educational Science, Educational Psychology, and Technology in Education. They include authentic scenarios in class and ask students to analyse needs and find solutions. Cross-study courses are also available for students at the Bachelor of Education Technology. For instance, they can attend design and graphic courses from other Faculties in UNESA or other universities as well.

The Bachelor of Special Education combines its courses with the focus on special needs education. Students learn about psychology, neuroscience, and counselling guidance, as well as Social Studies, Science, Indonesian Language, and Mathematics that they learn to apply to children and persons with disabilities like autism, hearing or visual impairments and learning disabilities. A special focus is also on entrepreneurial and economic skills because the study programme aims at enabling students with disabilities to become entrepreneurs. The students can attend courses at other universities as well, for example, the Elementary Teacher Education programme or the Guidance and Counselling programme at the Universitas Sriwijaya, or the Psychology programme at the Universitas Pendidikan Muhammadiyah Sorong.

For all study programmes regarding ethical aspects

UNESA has defined academic ethics for lecturers, students and academic staff. They are published in separate code of ethics. For example, the students are supposed to be polite, respectful and appreciative in their interactions with the university residents and community members. Communication rules are disseminated to them as well. Moreover, they must uphold scientific principles, be independent, honest, open to improve themselves, and thorough in completing academic and non-academic assignments. To foster the students' scientific skills, all three study programmes teach the course Research Methodology and Academic Writing. These courses intend to prevent plagiarism. Compulsory courses like Pancasila, Civics, and Religion Education also include ethical aspects with regard to attitude and behaviour of students.

Lecturers are supposed, for instance, to develop the quality of learning and be open to criticism. They are autonomous in developing, exploring and publishing scientific projects.

For all study programmes regarding methods and scientific practice

As mentioned before, all three study programmes integrate courses like Research Methodology and Academic Writing to enable students to follow scientific practices in their final thesis. Moreover, students can consult the Guidelines for Thesis Writing at the website.

Students are prepared for independent ways of learning in class by using case studies or project-based or problem-based learning, collaborative learning, group discussions, presentations.

The Bachelor of Elementary Teacher Education teaches students how to conduct scientific experiments in courses like Basic Concept of Science and Basic Concept of Advanced Science. The Statistics course introduces quantitative methods whereas the course Basic Concept of Social Studies explains qualitative methods, such as social observation. In the course STEAM Education in Elementary School, students learn to identify a real-life problem and to design a solution with STEAM. In the Bachelor of Educational Technology, students are familiarised with scientific practices including needs analysis, design, development, implementation, and evaluation using project-based learning and problem-based learning. Similarly, the Bachelor of Special Education trains its students the same methods and intends to enable them apply their theoretical knowledge to solve authentic problems.

For all study programmes regarding the examination and final thesis

The common format of exams are papers, performances, presentation of products in form of reports, posters, learning videos or portfolios. Exams can be oral or written assignments. Students with visual impairments can take their exams orally. Examination takes place during the semester, in a mid-term exam and a final exam at the end of the semester. Follow-up exams are possible if students experience obstacles during the exam due to illness or force majeure.

The previous section mentioned that students must write a final thesis. The entire thesis writing process is managed through an information system called SIMONTASI that UNSEA developed for that purpose. The students first submit a proposal for a thesis title. After the supervisor approved the title, the students can start writing a proposal under the guidance of their supervisor. They present the proposal in front of a seminar that consists of three examiners. They evaluate the research instruments and research question. After the review, students can carry out their research. The results are documented in the research report. The students must defend the report again in front of the three examiners regarding the content, coherence, formatting, language appropriateness, and research topic. Guidance is available via the website SIMONTASI.

Appraisal:

The panel found the curricula of all three study programmes to consistently reflect the strategic orientation of the study programmes. The Bachelor of Elementary Teacher Education convinces with its wide variety of electives that help students to reach the intended learning outcomes. The Bachelor of Educational Technology succeeds in integrating the market demands into the curriculum and keep the theoretical knowledge up to date. The contents of the Bachelor of Special Education reveal a dialectic reflection of its structure. Its courses are well balanced, logically connected and oriented towards the intended learning outcomes. All study programmes offer areas of specialisation and convey additional competences and skills. These extras enhance the graduates' employability.

The degrees and programme names of all three study programmes correspond to national requirement and are in line with the contents of the curriculum and the programme objectives.

The panel was impressed with the approach of the Bachelor of Special Education regarding inclusive education that trains students with disabilities to become entrepreneurs. Therefore, they would like to suggest the Bachelor of Special Education considering re-branding the name using "Bachelor of Inclusive Education" that also addresses the part of common education for people under special circumstances.

In the statement on the report, UNESA points out that according to Decision Number 163/E/KPT/2022 by the Director General of Higher Education, Research, and Technology of Indonesia, page 17, the programme should be referred to as "Special Education".

All three study programmes convincingly combine theoretical questions with practical examples. They take authentic scenarios from schools and ask students to find solutions for identified problems. In addition, all three study programmes help the students to develop interdisciplinary thinking skills. This is achieved in the courses that combine different disciplines right from the beginning and through the participation in the MBKM programme.

Ethical aspects are integrated via the code of ethics for students and lecturers, and courses like Pancasila, Religious Education. During the conference, the panel acknowledged that ethical aspects are an integral part because some answers the participants from the study programmes implied ethics as well.

The panel found that quantitative methods were predominant in all three study programmes. During the online conference, the representatives of the Bachelor of Elementary Teacher Education explained that they are aware of this imbalance, but they are undergoing a shift towards more qualitative research by researching their local culture using qualitative approaches. For the Bachelor of Educational Technology, analysing and evaluating curricula is a dominant method in their courses. The representatives of the Bachelor of Special Education reported that they see a challenge in finding big enough samples with children with disabilities. Therefore, they cannot but focus on qualitative methods. To overcome the imbalance between qualitative and quantitative

methods, the panel **recommends** the **three study programmes** to think of ways to increase the number of qualitative research projects, qualitative test formats, and qualitative research specialists among lecturers and students.

In the statement on the report, the three study programmes highlight the trend that their research has been undergoing. They point out that the number of students choosing a mixed-methods approach in their final thesis has been increasing since 2021. The study programmes attached a list of thesis topics and research methods for each study programme to prove this trend.

The panel would like to clarify that the aim of this recommendation is to cover the diversity of methods, not only based on projects but also through in-house expertise, e.g. from professors. Therefore, they think that the evidence of research in final thesis titles alone is not sufficient to overcome the existing critical points. They see potential for development in this respect.

The existing exam formats are suitable. However, the panel again detected that the study programmes focus more on quantitative than qualitative questions. With regard to the previous recommendation, the panel is positive that qualitative aspects can easily be integrated in the test formats. The process for writing final theses and their accompanying guidance is regulated. The UNESA platform for the thesis process makes the entire procedure transparent and understandable. The panel confirms that students prove their ability to do scientific work

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Figure 11 Structure of all three study programmes

	ETE	ET	SE
Projected study time	4 years	4 years	4 years (8 semesters)
Number of Credit Points (CP)	235 ECTS	239 ECTS	239 ECTS
Workload per CP	Total hour per CP = 26 work hours 1 CP = 8 work hours in class, 9 work hours in structured assignment, and 9 work hours self-study		
Number of courses	52 compulsory courses 15 elective courses	37 compulsory courses 20 elective courses	35 compulsory courses and 30 elective courses
Time required for processing the final thesis and awarded CP	6 months (1 semester) 272 work hours or 10 CP		
Number of contact hours (in 8 semesters)	1973 work hours	2000 work hours	2000 work hours

The three study programmes follow UNESA's MBKM curriculum development guidelines.¹² The guidelines determine six course groups, namely: 1) Development of Core Identity Courses, 2) Identity Development Institutional Courses, 3) Intelligent and Skill Courses, 4) Basic Competence Courses, 5) Proficiency Courses, 6) Societal Life Courses.

The Bachelor of Elementary Teacher Education has 148 credits or 235 ECTS credits. There are 52 compulsory courses and 15 elective courses. Each students must choose six elective courses. Among the courses are four national compulsory courses, four compulsory courses by UNESA, three compulsory courses by the Faculty and seven compulsory courses for basic skills (see also chapter 3.1). The remaining compulsory courses are study programme related.

The Bachelor of Educational Technology and the Bachelor of Special Education both have 150 credits that are equivalent to 239 ECTS credits. The former offers 37 compulsory courses and 20 elective courses; the latter has 35 compulsory courses and 30 elective courses. Similar to the Bachelor of Elementary Teacher Education, there are four national compulsory courses, four compulsory courses by UNESA, three compulsory courses by the Faculty and seven compulsory courses for basic skills. The remaining compulsory courses are study programme related.

For all study programmes regarding the study and exam regulations

UNESA has determined academic guidelines including the implementation of the MBKM programme. These guidelines explain how the freedom of learning is carried out. In the fifth semester, students can take courses outside their own study programme at another study programme at UNESA or at another university for 20 credits. The sixth and seventh semester are dedicated to community service and an internship at a school, or at a therapy centre for students of the Bachelor of Special Education.

¹² Rectorate Decree Number 9 of 2020 Concerning "Merdeka Belajar Kampus Merdeka" and Academic Guideline "Merdeka Belajar – Kampus Merdeka" Curriculum Universitas Negeri Surabaya 2020.

According to the academic calendar, the mid-term exam take place in the eighth week and the final exam in week 16. The results of the assessment of each course are stated in the academic guidelines:

Figure 12 Score conversion

Table 2 SCORE CONVERSION

Score Interval	Score	Huruf Grade
$85 \leq A < 100$	4	A
$80 \leq A- < 85$	3,75	A-
$75 \leq B+ < 80$	3,5	B+
$70 \leq B < 75$	3	B
$65 \leq B- < 70$	2,75	B-
$60 \leq C+ < 65$	2,5	C+
$55 \leq C < 60$	2	C
$40 \leq D < 55$	1	D
$0 \leq E < 40$	0	E

For all study programmes regarding the feasibility of study workload

The conversion of the Indonesian SKS credit point system into the European Credit Transfer System is calculated as follows: 1 SKS consists of 170 minutes per week that are 50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities. 1 SKS = 170 minutes x 14 weeks = 2380 minutes (39.7 hours) – 1 ECTS = 26 hours. So the credit equivalence is: $39.7/26 = \text{approx. } 1.6 \text{ ECTS}$.

In eight semesters, students of the Bachelor of Elementary Teacher Education take an average of 29 ECTS credits per semester with maximum 26 work hours per ECTS credit. At the Bachelor of Educational Technology and the Bachelor of Special Education, students study a minimum of eight semesters and no more than 14 semesters. Each semester study load accounts for 24 SKS credits.

In case students have problems regarding the student workload or their performance in examination, they can consult with their academic advisor. The academic advisor is a teacher that supports a group of students throughout their studies. They are connected via WhatsApp to be in regular contact.

Equality of opportunity

UNESA is committed to support students with disability issues. Therefore, most of facilities in UNESA have supporting activities for student with special needs. Moreover, UNESA has initiated an inclusive service for people with disabilities through UNESA-DIMETRIC (UNESA Disability Inclusion Metric). The Center for Disability Studies and Services helps students with disabilities in all academic and non-academic affairs. For instance, about 30 students with various disabilities are currently studying in the Bachelor of Special Education. They can have special accommodations

including physical and non-physical accommodations. Physical accommodation is available through the provision of accessibility, like ramps, guiding blocks, disabled toilets, railings, braille labels, or assistive technology for learning, such as left-handed chair, a braille book, and mobility with a wheelchair, crutches, a walker, or a white cane. Non-physical accommodation is provided through peer tutors. Peer tutors help students with disabilities to study, read the materials and complete their assignments.

In general, UNESA has policies to fight discrimination regarding gender, family background, religion, race, ethnicity, and economic status. There is a special taskforce dealing with sexual harassment and supporting UNESA employees and students. As the statistical data above reveal, the majority of students (between 70 and 90 percent) is female. National scholarships are available for students with excellent performances and for students who come from financially less stable backgrounds. Foreign students can ask for help at the Office of International Affairs where they can also receive information about the UNESA International Student Scholarship.

Appraisal:

In general, courses of all three study programmes are interconnected and consider the workload of students. In their statement on the report, UNESA outlines the structure of courses based on the MBKM curriculum, namely: 1) Development of Core Identity Courses, 2) Identity Development Institutional Courses, 3) Intelligent and Skill Courses, 4) Basic Competence Courses, 5) Proficiency Courses, 6) Societal Life Courses.

With regard to the University's objective to foster the internationalisation and attract more foreign students, the panel appreciates that the study programmes have clustered their courses in blocks. For external students, the grouping is easier to understand the set-up of the study programmes.

However, the panel thinks that the study programmes could consider clustering courses into modules with several main topics. For instance, courses could be clustered in "General Knowledge and Skills", "Professional / Pedagogical Knowledge and Skills", "Competences: Theory"; "Competences: Methods", "Contents"; "Common Goals" and "Compensation". This kind of grouping focuses on the way teachers are trained and prepared. Thus, the panel **recommends** the Faculty of Education to consider changing their modular units grouping system.

UNESA provides academic guidelines with information regarding examination and the process of thesis writing. All students can consult the guidelines online as well. The exam regulations are in line with national requirements. The students' achievements in internships or at other study programmes at UNESA or a partner university can be converted in credit points without any extension of their overall study time.

The student workload is ensured by a plausible calculation of workload. Examinations take place twice each semester according to the official academic calendar. During the online conference, the panel learned that the students were content with their workload and can complete their studies on time.

Regarding the equality of opportunity, during the online conference, the representatives of all three study programmes confirmed that they are aware of the high percentage of female students. A reason might be the low income expected when they work as teachers. However, during the admission procedure (see chapter 2), they try to encourage male students who are excellent in arts and sports to study at their faculty.

The panel acknowledges that students with special needs receive individual assistance by peer tutors. UNESA has instituted centers that are concerned issues like gender equality and non-discrimination. Foreign students can get assistance in the Office of International Affairs.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

For all study programmes regarding logic and plausibility of the didactical concept

At the Faculty of Education, all study programmes apply methods like group discussion, simulation, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, demonstration, and work-based learning. The methods follow a student-centered approach aiming at enabling students to become independent learners and have professional ethics. The methods are chosen considering the course contents and learning outcomes. In all three study programmes, lecturers build teams of two to three lecturers to teach the same courses and coordinate the course structure and materials.

To give an example, at the Bachelor of Elementary Teacher Education, a team of three lecturers is responsible for coordinating the course STEAM Education in Elementary School. They use project-based learning that trains students to identify a social problem and to design a solution with the STEAM approach. The students will apply the STEAM activities in schools in the second half of the semester. Students of the Bachelor of Educational Technology apply project-based learning for courses whose output is in the form of products. Theory courses use problem-based or case-based learning to convey to students the necessary concepts. For example, they are educated in projects to learn about the development of graphic media. In the end, they present their own infographic as a product. The Bachelor of Special Education follows the same approaches. In the course Inclusive Education, they are familiarised with the development of inclusive education in the world and the learning characteristics of students with special needs. They learn to identify and assess problems that they transfer to a planning matrix that considers needs for individual learning. Based on this,

students are able to adapt the curriculum and evaluate the services for students with special needs in inclusive schools.

For all study programmes regarding course materials

All three study programmes integrate textbooks and journal articles as common course materials. They update the course materials on an annual basis to ensure that students know about the latest trends in the respective fields. Lecturers use PowerPoint, handouts, worksheets and videos as well.

For all study programmes regarding guest lecturers

Based on the Faculty's agreements with partners, they invite guest lecturers in every semester. Guests come, for instance, from New Castle University, Australia, Universiti Kebangsaan, Malaysia, the University of Malaya, and King Mongkut's University of Technology, North Bangkok, Thailand.

At the study programme level, the Bachelor of Elementary Teacher Education invites its alumni to give talks about their work as elementary school teachers in Indonesia or overseas in the Netherlands and Australia. For instance, an elementary school teacher who works at the Indonesian School of Den Haag in the Netherlands gave a lecture to the current students. Furthermore, webinars are organised with international guest speakers. For example, in 2021, the study programme held a webinar about Simlab technology in education 5.0 with a professor from the University of Newcastle, Australia. Together with the University of Newcastle and Murdoch University, Australia, the study programme designed the course Microteaching training students the design and structure of lessons.

The Bachelor of Educational Technology has a cooperation with the South East Asian Ministers of Education Organisation (SEAMEO). In 2021, a whiteboard animation training was held by Seameo/Seamolec. Practitioners are frequently invited, for instance, to teach 2D and 3D Animation, video media development or audio media development. The practitioners are beneficial for the study programme because they provide a practical experience to students.

The Bachelor of Special Education invites guest lecturers from partner universities like the Open University, United Kingdom and the University of Sydney. Practitioners, like from the Layak Foundation, were invited to give talks about teaching students with special disabilities or teaching athletes with disabilities.

For all study programmes regarding lecturing tutors

As mentioned in chapter 3.2, students with disabilities receive assistance from peer tutors with regard to learning activities. Peer tutors help students with disabilities to study, read the materials and complete their assignments. The Bachelor of Special Education is a pioneer in this aspect.¹³

¹³ See self-evaluation report p. 51.

Appraisal:

The panel is enthusiastic about the didactical concept of all three study programmes. They use a variety of teaching methods, like case studies, video recording, Microteaching that intend to enable students to become professional teachers themselves. The panel emphasises that the variety of methods is beneficial for students to develop a tolerance for an environment of constant change. The study programmes help students to be flexible and adapt to new circumstances quickly. Hence, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes.

The panel was also impressed that the Bachelor of Elementary Teacher Education uses STEAM education approaches interactively in their courses. During the interview, they learned that students of that study programme use the STEAM model to teach pupils in schools in marginalised communities in Indonesia. In general, the panel finds the course materials used in the Bachelor of Educational Technology and the Bachelor of Special Education to fulfil the standards and to correspond to the learning outcomes of the courses and the required qualification level.

All three study programmes draw on guest lecturers and practitioners to teach students the latest trends in the educational fields. These talks and lectures contribute to the students' qualification process as well.

The panel thinks that peer tutors assisting students with disabilities is a very good way to live inclusion at the Bachelor of Special Education. They hope that the other study programmes at the Faculty of Education and the other Faculties at UNESA follow this example. Therefore, the panel **recommends** the University to introduce peer support for students who struggle with learning difficulties and disability in all study programmes by default.

In the statement on the report, the study programmes emphasise that the disability service centre of UNESA assists students with disabilities at the university and draws from the expertise of the staff of the Special Education study programme. This centre is accessible to all faculties and study programmes. It hosts workshops, and training for students who want to become peer tutors.

The panel appreciates the infrastructure that UNESA already offers. They adhere to the recommendation that peer support is fostered on the study programme level.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)		ETE	ET SE		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		

3.4 International outlook

For all study programmes regarding international contents and intercultural aspects

In the Bachelor of Elementary Teacher Education, international contents are covered in courses such as digital literacy, STEAM Education in Elementary School, Ethno-Realistic Mathematics Education. Intercultural aspects are integrated in courses as ethno-musicology, ethno-pedagogy or traditional dances or folktales. They shall convey respect for the manifold Indonesian cultures. In addition to the contents, students can extend their intercultural competences in internships abroad or in international schools in Indonesia.

Students of the Bachelor of Educational Technology can also apply for internships in international schools, such as the Singapore International School or at one of the partners of the SEAMEO Regional Open Learning Centre.

The Bachelor of Special Education reflects upon international contents by realising an inclusive culture for students with disabilities coming from different regions in Indonesia and from abroad. The mandatory course Inclusive Education entails intercultural topics as well. In addition, students can participate in internships in international schools abroad.

For all study programmes regarding the internationality of student body

Student mobility is an important aspect for the Faculty of Education. As of 2022, they welcomed 52 students from overseas and sent 102 students abroad. UNESA offers mobility options like summer camps, international joint conferences, and internships. These activities were realised with partners like the University of Human Development, Iraq; Bicol State College of Applied Sciences and Technology, Philippines; King Mongkut's University of Technology North Bangkok, New Castle University Australia, and Murdoch University Australia.

At the Bachelor of Elementary Teacher Education, there are no international students. However, students from the Philippines, Thailand, and Malaysia have joined the study programme for a short-term course or summer camp.

The Bachelor of Educational Technology and the Bachelor of Special Education both engage in summer course activities and student exchange with the partners listed in chapter 4.3. However, currently, there are also no international students enrolled in both study programmes. Students are sent abroad to international schools to gain working experience in an international environment as well.

During the online interview with the students, they indicated that the opportunities for internships abroad could be increased. They appreciate the manifold mobility options but they hope that exchange opportunities with partners outside Asia will be available in the future as well.

For all study programmes regarding the internationality of faculty

The Faculty of Education fosters lecturer mobility as well. They can pursue a PhD abroad, engage in research collaborations with international partners, become speakers in international conferences or guest lecturers at partner universities, or they can attend short courses. The following overview shows possible partners for lecturers to go abroad:

Figure 13 Lecturer mobility in the three study programmes

LECTURER MOBILITY



ETE STUDY PROGRAM	ET STUDY PROGRAM	SPECIAL EDUCATION STUDY PROGRAM
<p>The University of Newcastle, New South Wales, Australia, Murdoch University, Western Australia, Edith Cowan University, Western Australia,</p>	<p>Chung Cheng University Taiwan, UHD Iraq, Bicol University Philippines, Chitkara University, India; Khon Kaen University; The University of Newcastle; World Bank</p>	<p>Open University UK; Kolegji Heimerer, Republic of Kosovo; Freiburg University; Doctoral School of the University of Szczecin; University of Alicante Spain; Glasgow Caledonian University Scotland; University of Piraeus Greece; Pedagogia Cracow University, Poland; University of Tetova, North Macedonia; University of Sydney, Australia; Silpakorn University Thailand; Khon Kaen University Thailand; National University of Malaysia; National Dong Hwa University, Taiwan; Flinders University Australia; Autism Association of Western Australia; Wakayama Prefecture Japan; Queensland University of Technology (QUT), Australia; Tsukuba University Japan; Universiti Kebangsaan Malaysia; ChaJiao Elementary School, Taiwan; National Pingtung University Taiwan</p>

Among the lecturers of the Faculty of Education, a small number have obtained degrees from abroad. For instance, at Bachelor of Elementary Teacher Education one lecturer was awarded a M.Sc. from Utrecht University, the Netherlands, and a Ph.D. from Murdoch University, Western Australia and another obtained a M.Ed. from National Dong Hwa University, Taiwan. In addition, the lecturers at the Bachelor of Elementary Teacher Education are engaged in the association called International Transformative Research Education Networking (ITERN).

At the Bachelor of Educational Technology, one lecturer received a degree from the Dutch Educational Technology Institute at Twente University. Another lecturer took part in a short course in a training related to developing video broadcasting media in the Netherlands. Lecturers and students engage in activities of the International Organization Association for Educational Communications and Technology (AECT).

One lecturer at the Bachelor of Special Education received a degree from the University of Sydney, Australia. Another lecturer is currently pursuing a PhD in Poland. The study programme is connected with the Autism Association of Western Australia. Many lecturers were speakers in international conferences and published their research in international journals. During the online conference, the lecturers expressed their wish to engage more in the global disability community that would be useful for the quality of the study programme.

For all study programmes regarding foreign language contents

Students of the Bachelor of Elementary Teacher Education have courses like Basic English to improve their language proficiency. In addition, the courses Listening and Speaking for Elementary School and Reading, Writing and Dictation for Elementary School deal with teaching the English language. The study programme also set up a bilingual class in 2017. In each cohort, 25 students of the third semester can apply for the bilingual class whose courses are instructed both in English and in Indonesian. As prerequisite, in the second semester, students attend the Basic English course and must pass the English Proficiency Test with a score of 425.

Courses in the Bachelor of Educational Technology and the Bachelor of Special Education both entail references in English language. According to the Bachelor of Educational Technology, around 30 percent of courses use course materials in English language.¹⁴

Appraisal:

The panel acknowledges how the three study programmes integrate international contents and intercultural aspects into the curriculum. They help students to develop the necessary knowledge about different ethnicities and traditions. The panel likes to encourage the Faculty of Education by **recommending** firstly, to find other academic partners outside Asia **and** secondly, to integrate more intercultural perspectives into the contents of the courses. By finding partners beyond Asia, the intercultural experience of students can easily be broadened. At the same time, automatically, more and diverse perspectives are gathered in the Faculty.

Students of the three study programmes have several opportunities to spend time abroad. However, students from abroad do not study at the Faculty of Education longer than for a short course or summer camp. Therefore and connected with the recommendations above, the panel **recommends** the Faculty to put more effort into attracting international students to come to the Faculty for

¹⁴ See self-evaluation report p. 61.

student exchange. The panel is positive that they can make use of the structures and resources that UNESA offers for internationalisation.

Overall, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. The bilingual class in the Bachelor of Elementary Teacher Education is seen as a good example that the panel encourages the study programmes to expand. The panel also thinks that it would also be beneficial for students to expose them even longer to English or other foreign languages by changing the selection of students for the bilingual class from the third to the second semester.

The mobility options of the faculty are beneficial. Thus, the panel encourages the faculty to keep on engaging in these activities. In doing that, the international experience of the faculty can be promoted. Their international competences and skills will also have a positive impact on the students' development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

For all study programmes

All three study programmes pay attention to convey multidisciplinary skills, such as problem-solving, conflict-handling, organisational, critical and creative thinking skills, communication skills, and collaboration skills. Working as teachers at elementary schools or schools for children with disabilities, or as educational technologists, they must be able to handle conflicts, for example at school when children fight, or with their colleagues. They must also be creative to design adequate teaching methods and learning media. Their public-speaking skills are trained by holding presentations in class. Project assignments, the participation in internships and community service help the students to become independent and confident. In entrepreneurship courses, students even have the opportunity to develop leadership skills.

Appraisal:

The panel regards the portfolio of multidisciplinary skills to be taught in a suitable way. The study programmes integrate these skills into the curriculum and offer options like internships, community service and entrepreneurship courses to develop further skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

For all study programmes

As mentioned before, the dominant field of work for graduates of all study programmes are schools. They work as educators like elementary teachers or teachers for children with disabilities, or are educational technologists or instructional designers of learning media. The necessary skills of teachers and media analysts are conveyed throughout the courses using case studies and projects. Thus, students become independent. In the internship, they get familiar with the working environment at schools and the ethics they are expected to have. In addition, through video recordings, they can watch interactions in classrooms to discuss and analyse it with their lecturers. In a simulation laboratory that was built together with Newcastle University, Australia, students can train communication with parents.

At the Bachelor of Elementary Teacher Education, students are taught skills of pedagogy, teaching, art and sport performance, and skills scientific study. The Bachelor of Educational Technology trains students in developing learning instruments on their own based on the needs of the customer. The Bachelor of Special Education prepares students for working with children with various disabilities, like visual impairment, hearing impairment, intellectual disability, physical

disability, and autism and learning difficulties. Student gain experience by observing these children during field studies. In addition to the teaching related skills, entrepreneurship courses also offer opportunities for students to grow their ability to work independently.

During the online conference, the panel had the chance to talk to stakeholders and alumni. The stakeholders came from schools and private businesses working in the educational field. They confirmed that the graduates from the Faculty of Education were skilful and lived up to their expectation. The alumni reported that they found employment soon after graduation and felt comfortable with the skills they learned. They expressed a wish regarding the topic of digital education. In their opinion, it was very important to teach students the latest technological skills that they can transfer to school to enable the children.

Appraisal:

With the confirmation of the stakeholders and alumni, the panel was impressed about how competent the students of the three study programmes are at the time of their graduation. They bring multidisciplinary skill and employment skills that are highly developed. Hence, they are adequately prepared for their future employments

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			

4. Academic environment and framework conditions

4.1 Faculty

Structure

UNESA employed 1,048 lecturers in 2022. Compared to the roundabout 30,000 students, the lecturer-student ration is about 1:28 at the entire University. Lecturers are civil servants and non-civil servants. All lecturers are obliged to participate in the three main duties (Tridharma) of higher education, namely teaching, research and community service.

At the Faculty of Education, there are 25 to 40 students in compulsory courses. 20 to 25 students attend the specialisation courses. Usually teachers do team-teaching and coordinate the course contents together

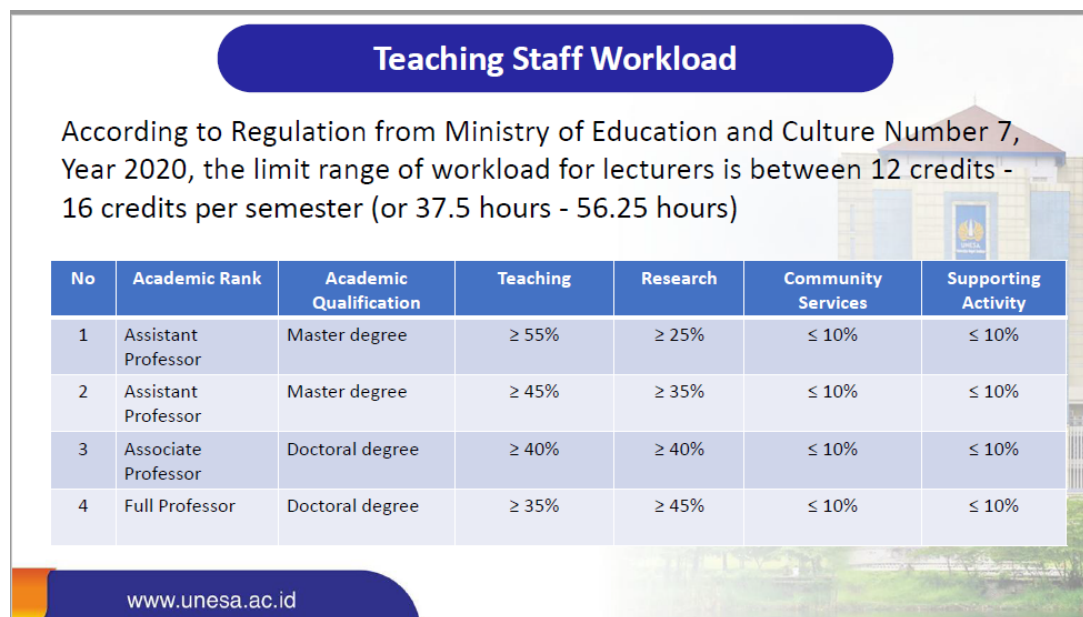
The structure of the Faculty's members is listed in the table below:

Figure 14 Number of faculty at the Faculty of Education

Academic Title	ETE	ET	SE
Professor	2	2	4
Associate Professor	6	5	8
Assistant Professor	17	8	3
Lecturer	2	-	7
Total	27	15	22

The workload of lecturers consists of learning activities, like planning, implementing processes, and conducting evaluations, guiding and training, conducting research, performing additional tasks, and performing community service. The workload each semester is at least 12 credits and at most, 16 credits. It has been determined by a national regulation:

Figure 15 Workload calculation at UNESA



The Bachelor of Elementary Teacher Education has 28 full-time lecturers; among them are two full professors. Seven lecturers have doctoral qualifications and 21 lecturers possess Master's qualification.

The Bachelor of Educational Technology has 15 full-time lecturers. Nine associate professors and four assistant professors assist two full professors.

The Bachelor of Special Education employs 22 full-time lecturers; among them are four professors, seven associate professors, and ten assistant professors. Currently, one of the lecturers is taking doctoral studies in Poland.

For all study programmes regarding academic qualification and pedagogical/didactical qualification of faculty

According to national regulations,¹⁵ the minimum qualification for lecturers teaching in diploma and undergraduate programmes is a master's degree and the minimum qualification for lecturers teaching in postgraduate programmes is a doctoral degree. The recruitment process is carried out by the State Civil Service Agency for the civil-servant track of lecturers. It begins with announcements through the website according to employee needs. Applicants are selected according to their administrative, basic competencies, and field competencies. The successful candidates will have a basic training to be appointed as prospective civil servants. The University itself will appoint applicants for the non-civil servant track of lecturers. Beforehand, they must pass an administration test, academic potential test, psychological test, and an interview.

During the online conference, the representatives from UNESA explained that they have four pillars regarding the lecturer's further qualification that are listed in the chart below. The University's encouragement to pursue a doctoral degree belongs to the "education qualification career" pillar.

¹⁵ Constitution no. 14 of 2005, see self-evaluation report p. 65.

UNESA provides scholarships for lecturers under the age of 35 to go abroad. In 2023, 15 lecturers from all faculties continued their studies at the doctoral level abroad, like Germany, USA and the Netherlands.

To ensure that new lecturers receive the necessary pedagogical instructions to become a professional teacher, the “professionalism career” pillar offers trainings and counselling for lecturers. They can set up research group of three to five members and can receive coaching and funding. Moreover, this pillar also includes training in basic instructional skills, like the Applied Approach, Microteaching and project-based learning. International academic training is also provided, like training conducted by Microsoft Certified Educators, Enago Proof Editor, and Elsevier Publisher.

It is the first step towards the “professorship career” that refers to education assistant and associate professors and supporting them in fulfilling the requirements. In addition, they also welcome international professors to join UNESA and teach for a semester. During the conference, UNESA’s representatives expressed their pride in having 32 new professors as new members of the University in 2023.

For the promotion of the academic career, UNESA developed the so-called SIM-Pak Application system that shall assist lecturers and any other employee to apply for vacant positions.

Figure 16 Lecturer career support at UNESA



For all study programmes regarding the pedagogical/ didactical qualification of faculty

Lecturers have the task of transforming, developing, and disseminating science and technology through competency-based education. As mentioned in the section above, all lecturers receive educational training at UNESA. Some courses are even mandatory as issued by the Ministry. For example, they must obtain educational certifications including the national certification of

educator, Instructional Techniques (Pekerti), and Applied Approach (AA). For example, at the Bachelor of Elementary Teacher Education, 24 of 28 lecturers have already attended the trainings. At the Bachelor of Educational Technology, all lecturers beside two newly employed members have obtained the required training and certification. At the Bachelor of Special Education, about 15 lecturers are already certified.

For all study programmes regarding the practical business experience of faculty

Lecturers at the Faculty of Education can engage in private businesses, but it is not a “must-have”. Having practical working experience helps lecturers to teach students authentic situations.

For instance, four lecturers of the Bachelor of Elementary Teacher Education are also entrepreneurs in the field of culinary, services, and digital platforms. Lecturers at the Bachelor of Educational Technology work as photographers or educational consultants. One lecturer of the Bachelor of Special Education owns a center offering interventions programmes and fostering the education of disabled persons. Others work as consultants regarding inclusive education and curriculum development for ministries and other public agencies.

For all study programmes regarding the internal cooperation of faculty

The team-teaching method fosters the cooperation of faculty members. Lecturers who are responsible for the same course coordinate the semester study plan, the course materials, and contents of each class, and the exams. Usually lecturers teach courses in their own discipline but multidisciplinary competences are necessary to be able to teach in another programme as well.

Moreover, community service or research activities at the scale of departments, faculties, universities, and in national projects also foster collaboration between lecturers at the Faculty of Education. An example for lecturers’ internal cooperation in projects is the development of the application Pustakanesa for facilitating learning experiences for students with disabilities. They received funding from the Ministry.

For all study programmes regarding the student support by the faculty

Each study programme has so-called academic advisors that assist students in academic and non-academic issues. Academic supervisors accompany a group of students with that they have at least three appointments in every semester. Some lecturers set up a WhatsApp group with their students to be in contact regularly. The counselling is monitored via an academic information system called SIAKADU. In addition, a thesis supervisor is assigned to every student for an individual, structured, and scheduled guidance in the entire thesis writing procedure.

Lecturers also support students in terms of finding and coordinating community service places, internship places and during these activities. Especially, during the teaching internship, students are advised by a lecturer of the study programmes appointed by head of study programme.

Lecturers also offer help to students that like to prepare for competitions such as photography competitions, or write scientific papers, and participate in student creativity programmes.

During the Covid-19 pandemic situation, teaching took place online via UNESA Virtual Learning (VINESA). Lecturers were available for them online in chats or via the telephone.

Appraisal:

The panel regards the current structure and composition of the faculty for all three study programmes to fulfil the requirements and ensure good support for students. During the virtual visit, the panel learned about the promotion procedure to become a professor in Indonesia. They appreciate UNESA's commitment to encourage lecturers to develop their academic career by pursuing a doctoral degree. By increasing the number of academically experienced professors, the scientific outlook of the Faculty will grow as well. Professors demonstrate and foster excellence in research, teaching, and professional activities. Therefore, with regard to the number of full professors, the panel also **recommends** the Faculty of Education to increase the number of full professors in the near future.

The faculty members receive all the necessary training and opportunities to develop their academic qualification within the Faculty and even abroad. Pedagogically and didactically, they are also well trained and prepared. All lectures must attend mandatory instructional training and receive certificates.

Many of them work as consultants. Some even have their own business. Against this diverse background of lecturers, students can benefit learning about the practical aspects of the theories they are taught.

During the online conference, the panel had the chance to see how passionate the lecturers were about their internal cooperation. Through team-teaching, they coordinate their classes and contents. Cooperation in research and community service are also common joint activities of lecturers that can exchange experiences constantly.

Lecturers have different roles to support students, like academic advisor, thesis supervisor or as a counsellor for extracurricular activities. The students are "fully content" with the support they receive. In messenger group's, students can exchange with lecturers even after the official office hours.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

Programme Director (Asterisk Criterion)

The Faculty of Education consists of the Dean, Deputy Dean, Head of Department, Secretary of the Department, and Head of the Laboratory. Every head of a study programme at UNESA has the leading function in coordinating and implementing the *Tridharma* activities of higher education, including education and teaching in terms of curriculum planning, learning implementation and learning evaluation, research, and community service within the department. They develop a programme for lecturer and educational staff development, and document the education and teaching, research, and community service activities for making decisions both the department and Faculty levels.

For example, at the Bachelor of Elementary Teacher Education, the head of the study programme is a member of the Indonesian Lecturer Association of Elementary Teacher Education. The programme coordinator promoted the study programme's internationalisation by opening a bilingual class starting from the third semester, holding regular international webinars, facilitating lecturers to participate in international publications.

Process organisation and administrative support for students and faculty

The Faculty of Education has 41 administrative staff with various needed expertise. Each department has a secretary that assists the head of the department in implementing education at the department level. The head of the laboratory is responsible for carrying out practical activities in supporting learning activities. The administration is available for lecturers and students in case they have troubles or questions during the office hours.

Moreover, administrative employees can also develop their competencies in trainings and workshops relevant for their task. For example, they participated in in a webinar about procurement training, financial management training, a national seminar for archives, data training and English language training.

Appraisal:

The programme directors of all three study programmes coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly. At the Faculty of Education, sufficient administrative staff supports all Faculty members and students. The University offers them manifold opportunities to develop their professional skills as well.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

For all study programmes regarding the cooperation with HEIs and other academic institutions or networks

At the University level, UNESA is responsible for signing the Memorandi of Understanding (MoU). At the Faculty level, the Faculty of Education sign Memorandi of Agreement with academic partners.

The Faculty of Education has a variety of partners in Indonesia and abroad. The following table provides an overview of the existing partnerhips and their activities:

Figure 17 National and international partnerships at UNESA

TABLE 17. Faculty Partnership Activities

No	Partner Institution	Scope		Impact
		National	International	
1	SEAMOLEC		√	<ul style="list-style-type: none"> a. Escalate students and lecturer digitalization skills in education through workshop b. Boost new idea and innovation in distance learning system
2	King Mongkut's University of Technology North Bangkok, Thailand		√	Summer Course Programme: Provide students an opportunity to study in different country and environment, experiencing new culture, and enrich their personal development
3	Bicol State College of Applied Science and Technology, Philippine		√	
4	University of Human Development (UHD), Iraq		√	
5	Universiti Kebangsaan Malaysia		√	<ul style="list-style-type: none"> a. Supports students' understanding of material in specific context b. Conduct collaborative research that involved lecturers
6	Directorate of Teachers and Secondary Education Personnel and Special Education	√		Provide opportunities for lecturers to get involved as speaker in seminar and workshop for teachers

7	Surabaya City Education Office	√		<ul style="list-style-type: none"> a. Provide schools for internships Programme b. Provide opportunities for lecturers to get involved as participants in workshop
8	Gresik District Education Office	√		Provide opportunities for lecturers to get involved as speaker in seminar and workshop for teachers
9	Faculty of Education, Khon Kaen University		√	Provide new opportunities for lecturers and students to get involved in collaborative research
10	Special Education Center Region 9 Khon Kaen, Thailand		√	<ul style="list-style-type: none"> a. Provide students an opportunity to study in different country and environment, experiencing new culture, and enrich their personal development through internship Programme b. Supports students' international exposure in enhancing their working abroad experience
11	OGURU	√		<ul style="list-style-type: none"> a. Improve student outcomes, enhance individualised education, and motivate students to innovate b. Provide new experiences in digitalizing education
12	Universitas Negeri Jakarta	√		<ul style="list-style-type: none"> a. Provide new opportunities for students to learn outside campus as the implementation of MBKM (Freedom To Learn) Programme b. Broaden students communication and social skills
13	Universitas Pendidikan Ganesha	√		<ul style="list-style-type: none"> a. Provide new opportunities for students to learn outside campus as the implementation of MBKM (Freedom To Learn) Programme b. Broaden students communication and social skills

On the study programme level, each study programme has closer ties to national and international academic partners. The list below highlights academic partners regarding student exchange programmes in each of the three study programmes:

Figure 18 Student mobility partners at the Faculty of Education

STUDENT MOBILITY PARTNERS

ETE STUDY PROGRAM	ET STUDY PROGRAM	SPECIAL EDUCATION STUDY PROGRAM
Kathmandu University, Nepal, Visayas University, Philippine, University of Tsukuba, Japan; University of Human Development Sulaymaniyah, Iraq, and King Mongkut's University Thailand, Cologne University Germany, National Chang Hua University of Education	Khon Kaen University, Thailand; National Olympic Committee of Timor Leste, Imus Institute of Science Technology Philippines, and SEAMEOLEC, Cologne University Germany, University of Human Development Sulaymaniyah, Iraq, and King Mongkut's University Thailand, National Chang Hua University of Education	International Visitors Leadership Program (IVLP) at USA; Khon Kaen University Thailand; Universitas Kebangsaan Malaysia; King Mongkut's University of Technology North Bangkok; University Malaya; International Islamic University Malaysia; University of Human Development Iraqi Kurdistan; Bicol State College of Applied Science and Technology Phillipine; National Chang Hua University of Education; Singapore International School; Singapore Intercultural School

Cooperation with business enterprises and other organisations

The Bachelor of Elementary Teacher Education

To offer students a variety of internship places, the Bachelor of Elementary Teacher Education has collaboration with the following universities, institutions and elementary schools:

Figure 19 Partners of the Bachelor of Elementary Teacher Education

Partner Institution	Scope	Year	Activity	Output
Kathmandu University, Nepal	International	2022	Joint Research on STEAM Education	International publication with ETE faculties
Edith Cowan University, Western Australia	International	2022	Joint Research on STEAM for sustainability	International publication with ETE faculties (on going)
The University of Newcastle, Australia	International	2021-2025	The establishment of SimLab Joint Research	Enhancing students teaching skills through SimLab technology
Murdoch University, Western Australia	International	2021	SIMLAB Microteaching Technology 2.0 trial for teaching skill and microlearning course	Enhancing students teaching skills through SimLab technology
Sekolah Indonesia Kota Kinabalu (SIKK), Sabah Malaysia	International	2021	Joint Webinar on Teacher Training	Enhancing students teaching skills
Tanoto Foundation	National	2021	Joint Research of guidance in learning	Enhancing students' knowledge about guidance in learning

Universitas Syiah Kuala	National	2020-2023	Joint Research of development learning plan	Enhancing student knowledge about learning plan
National State Schools	National	2017-2026	Student Teaching Internship	Enhancing students teaching skills
International Schools	National	2019-2026	Student Teaching Internship	Enhancing students teaching skills
Private Schools	National	2017-2026	Student Teaching Internship	Enhancing students teaching skills
Universitas Syiah Kuala	National	2020	Guest lecture about realistic mathematics education	Providing idea for students thesis
Pakal Surabaya Sub District Teachers Working Group	National	2016-2021	Workshop about learning and teaching	Enhancing students teaching skills
Angkringan Podjok (Local Restaurant)	National	2020-2025	Entrepreneur Internship	Enhancing students entrepreneurship
DJava Catering	National	2020-2025	Entrepreneur Internship	Enhancing students entrepreneurship
OGuru Indonesia	National	2020-2024	Entrepreneur Internship	Enhancing students entrepreneurship
Semboa Kreatif	National	2020-2024	Entrepreneur Internship	Enhancing students entrepreneurship
PT Aksara Swara Citra	National	2022	Joint business with companies	Business start-up in the field of education

The Bachelor of Educational Technology

The Bachelor of Educational Technology established a network with these partners:

Figure 20 Partners of the Bachelor of Educational Technology

Table 20: Cooperation with partners supports students' progress

Partner Institution	Scope	Year	Activity	Output
UHD Iraq	International	2021	Summer camp	Enriching students understanding related to a course
SEAMOLEC Indonesia	International	2021	Webinar about Augmented Reality in Education	Enriching students understanding related to a course of Augmented Reality in Education
Regional Civil Service	National	2021	Webinar about job	Enriching students understanding job

Agency of East Java Province			opportunities for educational technology graduates	opportunities for educational technology graduates
Malang Regional Education Office Branch	National	2021	Webinar about job opportunities for educational technology graduates in police department	Enriching students understanding job opportunities for educational technology graduates in police department
PT Aksara Swara Citra	National	2022	Joint business with companies	Business start-up in the field of education
Coordinating Minister for Human Development	National	2022	Webinar about job opportunities for educational technology graduates	Enriching students understanding job opportunities for educational technology graduates
West Nusa Tenggara Provincial Government	National	2022	Webinar about job opportunities for educational technology graduates	Enriching students understanding job opportunities for educational technology graduates
Associate Professor of Journalism, Queensland University of Technology	International	2022	Webinar about The current impact of social media on students moral & behaviour and ways to use social media positively	Enriching students understanding The current impact of social media on students moral & behaviour and ways to use social media positively
Universitas Mataram	National	2022	Webinar about The best way to maintain youth's moral and tolerance through social media.	Enriching students understanding The best way to maintain youth's moral and tolerance through social media.
East Java Education Ambassador	National	2022	Webinar about job opportunities for educational technology graduates	Enriching students understanding job opportunities for educational technology graduates

The Bachelor of Special Education

Recent partners for students at the Bachelor of Special Education are as follows:

Figure 21 Partner of the Bachelor of Special Education

Partner Institution	Scope	Year	Activity	Output
Open University, UK	International	2022	Joint research on developing Sign Along book	Enriching students ability to do a research and to disseminate research product
Pertamina Foundation	National	2021	Developing a software to identify talent of people with disabilities	Enriching students ability to do a research and to disseminate research product

Partner Institution	Scope	Year	Activity	Output
Rehabilitation Centre for Individuals with Intellectual Disability	National	2022	Internship	Improving students ability to provide intervention for individuals with special needs
Rehabilitation Centre for Individuals with Visual Impairment	National	2022	Internship	Improving students ability to provide intervention for individuals with special needs
Centre for Children with Special Needs	National	2022	Internship	Improving students ability to provide intervention for individuals with special needs
Layak Foundation	National	2022	Training of trainer on teaching students with visual impairment	Improving students ability to teach students with visual impairment
Putra Mandiri Special School	National	2021	Internship	Improving students ability to provide intervention for individuals with special needs
Association of Indonesia's Special Education Professionals	National	2021	Curriculum development	Preparing students to be a teacher and/or an entrepreneur
Universiti Kebangsaan Malaysia	International	2021	Joint research on inclusive education	Enriching students ability to do a research and to disseminate research product
The University of Sydney	International	2021	Joint research on inclusive education	Enriching students ability to do a research and to disseminate research product

Appraisal:

The panel came to the conclusion that the three study programmes have a strong and diverse network with other universities and with schools that provides guest speakers to give talks and supports students in finding internship places. The Faculty of Education actively pursues these connections. The partners' influence in the study programmes is adequate and is beneficial to keep the study programmes up to date. All such activities contribute to the development of the students' qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

The visitation took place online via the video conferencing tool ZOOM so that the panel members were not able to visit the facilities in person. The University provided photographs and videos introducing the campus surroundings and facilities. During the online conference, the librarian introduced the e-library to the panel by sharing the screen and leading through the system.

Quantity, quality, media and IT equipment of teaching and group rooms

For the quality of its students, lecturers and all other human resources, UNESA has set up infrastructures such as counselling services providing information about national scholarships and international scholarships, a career centre, meeting buildings, sports facilities, and accommodation like containers dormitories, an entrepreneurship laboratory, a language centre, and a mosque. Moreover, health services are provided in a polyclinic. There is a transportation service as well. Digital services include an e-learning system, UNESA single sign-on and Integrated Service Unit.

At the Faculty of Education, the classrooms are equipped with Wi-Fi, audio and screens. The Faculty has laboratories for science, mathematics, arts and microteaching. In case lecturers and students consider equipment to be broken or missing, they can report to the coordinator of the study programme.

During the online conference, students reported how fond they are of the opportunities of practical experience in the laboratories. They can develop their own learning media using high-quality audio tools and cameras. However, they also expressed their wishes. For instance, they hope that the capacity and digitalisation of laboratories will be increased; especially the equipment in the laboratory for autism and hearing impairment could be improved.

For all study programmes regarding the access to literature

The libraries open seven days a week, Monday to Friday from 08:00 am until 16:00 pm and Saturday and Sunday from 08:00 am until 15:00 pm. Online services are available anytime and anywhere on the website (www.library.unesa.ac.id). They provide an integrated online public access catalogue (IOPAC), open-access journal, like Springer, Cambridge, Emerald Insight, EBSCO, Enago, Chinese Language and Culture Library. Moreover, the Faculty receives funding from UNESA to maintain and extend the Faculty library's inventory and for services.

Figure 22 Databases available at the library

Programme	Link
Digital library Unesa	https://digilib.unesa.ac.id/
Integrated OPAC	https://opac.unesa.ac.id/
E-journal	https://link.springer.com/ https://www.cambridge.org/core https://search.ebscohost.com/
E-book	https://kubuku.id/v2/ https://www.emerald.com/insight/

Appraisal:

Albeit the panel members were not present at UNESA in person, they were provided with photographs and videos showing the campus, the library, the faculty, and the equipment including working stations with computers and tables for group work and barrier-free entrance possibilities for students with disabilities. The panel members had the opportunity to watch the senior librarian introducing the library's website and accesses during the online conference. They found that the online library was easy to be accessed and helpful for the students in conducting their literature research. The library office hours from Monday to Sunday support students in studying and doing research.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. During the online conference, the panel listened to the students praise and wishes with regard to the equipment. Students of the Bachelor of Special Education were very enthusiastic about the equipment in the manifold laboratories offered in the Faculty. They can study different forms of disabilities. To maintain and expand the quality of this equipment, the panel **recommends** the Faculty of Education to adapt the capacity and equipment of their facilities to the number of students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)		X			

4.5 Additional services

Career counselling and placement service

UNESA has established the UNESA Career Centre (UCC) that facilitates graduates' way into the job market by holding a UNESA Job Fair to build relationships between graduates and stakeholders. Their service also includes career guidance and entrepreneurship training and seminars.

Moreover, the UNESA Centre for Character Development and Guidance and Counselling Services offers soft skills and self-development training for students. Students must fill out an online registration first. The next day, they receive an email reply from the admin with a schedule for counselling. After students went to the counselling service, they are asked to evaluate the results.

In 1999, UNESA established the Language Centre that offers training in languages like English, German, Japanese, Mandarin, Arabic, French, and Indonesian for foreign speakers. It provides language services for lecturers in the form of English language upgrading and English language seminars.

The Office of International Affairs publishes work vacancies from the international partnerships programmes and assist foreign students with their application to study at UNESA. Indonesian students who want to study or do an internship abroad can also consult with them.

Alumni Activities

UNESA has set up a Directorate for Alumni Affairs and the Faculty of Education has an Office for Alumni Affairs as well. Alumni are involved in different activities with the Faculty of Education. All three study programmes have their own alumni association.

The HEI organises activities involving alumni that are addressed to students and fellow alumni. During the admission period, alumni join promotion session and give talks about their experiences as students of UNESA. They are invited to give talks or guest lectures and report about their work as teachers and educators. They are involved in the department in the revitalization of the curriculum to support the development and quality of the study programmes.

Appraisal:

UNESA offers career counselling, placement services, and job fairs. The Character Development, Guidance, and Counselling Service Centre of UNESA supplements these services by focusing on the students' self-development.

The panel was enthusiastic about the alumni activities. Every study programme has their own alumni association. Even on the University level, a directorate coordinates alumni activities. These are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1			X		
4.5.2		X			

4.6 Financing of the study programme (Asterisk Criterion)

Being a state university, financial resources are allocated from UNESA to the Faculties and their study programmes through the Budget Business Plan. The Budget Business Plan is prepared based on the proposal from Faculties and other working units in UNESA. It takes into account the UNESA Strategic Plan, UNESA Operation Plan, the Rector's work contract with the Ministry of Education, Culture, Research and Technology, and Ministry of Finance.

UNESA has two revenue sources, namely from the government and the society. The revenue source from the government consists of financial revenue that comes from the government and foreign loans or grants. The community's revenue includes funds education services and cooperation, business results, and banking services that are known as non-tax revenue.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*			X		

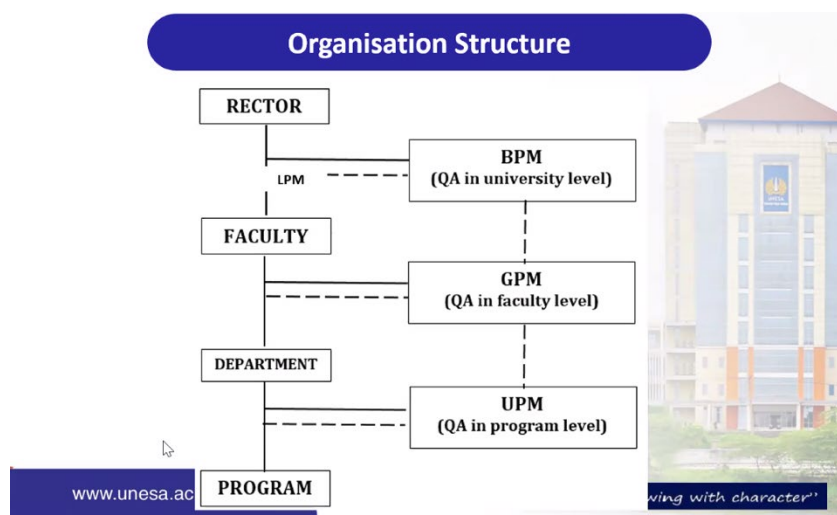
5. Quality assurance and documentation

For all study programmes regarding quality assurance and quality development with respect to contents, processes and outcomes

UNESA follows 36 national and internal quality standards, among them are, for example, quality standards regarding graduate competence, learning content and process, learning assessment quality, professors' and faculty's quality, research quality, infrastructure quality as well as student and alumni affairs standards, library standards and curriculum standards.

Quality assurance is instituted on every level from the University downwards to the study programme level, as the following graphic illustrates:

Figure 23 Organisation structure of the Quality Management at UNESA

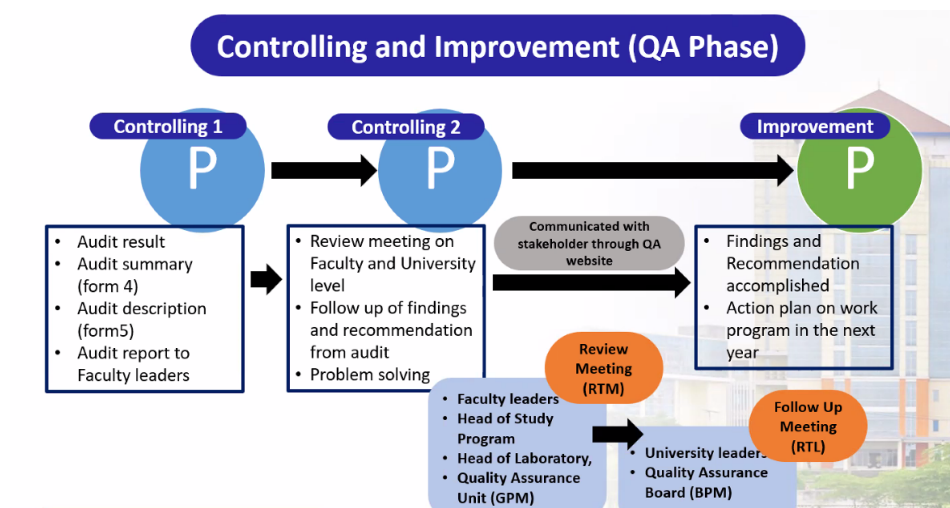


To structure the process of quality management, UNESA follows the Plan-Do-Check-Act Cycle (Determination, Implementation, Evaluation, Control, and Improvement). That way the objectives and standards can be constantly assessed, adjusted and improved. For instance, there are curriculum audits, audits of leadership performance achievements or facilities.

The implementation of learning evaluation is conducted twice per semester, between the eighth and eleventh week, when auditors are present in the classroom, and during the final semester using student report questionnaires.

The annual curriculum audits are documented and presented to every unit and their administrators. Consequently, they will act in accordance with the conclusions and suggestions of the audit team. The detailed way of monitoring is presented in the chart below:

Figure 24 Process of control and improvement at UNESA



For all study programmes regarding the instruments of quality assurance

At the Faculty of Education, students have several channels to give feedback about the quality of courses and to complain. For example, they are connected via WhatsApp with their lecturers and can communicate with them directly. In addition, a student council in each study programme represents the student affairs in front of the programme management and the Faculty reporting all issues and complaints to them. For example, the Bachelor of Elementary Teacher Education offers the student association of the study programme to participate in the so-called Study Programme Dialogue. The forum provides open discussion between student representatives of each class with all members of the department of the Bachelor of Elementary Teacher Education. The purpose of the forum is to evaluate the teaching process, study programme agenda, and study workload. Students can freely conduct their own survey and provide feedback and suggestions.

Each semester students fill out a questionnaire asking about their satisfaction with the dependability, responsiveness, assurance, and empathy of the lecturers. The results are published on the website of the Quality Assurance Unit of UNESA. A list of recommendation measure is sent to the heads of the study programmes.

Moreover, during the online conference, the panel had the chance to check how each study programme evaluates the student workload. They submitted a surveys mapping the implementation of courses asking about the weekly face-to-face lecture load (100 or 150 minutes each week depending on the course design), the weekly assignment load (120 or 180 minutes each week depending on the course design) and weekly independent study load (120 or 180 minutes every week depending on the course design). Possible answers are more than 100/120/150/180 minutes, accordingly, less than 100/120/150/180 minutes.

The faculty members also receive a satisfaction survey to make comments on research, community service, administrative service, human resources management, financial management and the overall management. In a management review conference, the head of the programmes discuss the results and initiate relevant measures based on the outcomes of the survey.

Besides students and faculty members' participation in the quality assurance process, graduates and business leaders are also involved in the planning and evaluation committees for quality assurance and development processes. Graduates take part in the tracer study as well and can support the curriculum review process with their experience.

For all study programmes regarding the programme documentation

All relevant information regarding the study programme, like the curriculum update, study plan and academic calendar, is made public and accessible online on the faculty website: FIP | Universitas Negeri Surabaya (unesa.ac.id), Teknologi Pendidikan (unesa.ac.id), Pendidikan Luar Biasa (unesa.ac.id), and Pendidikan Guru Sekolah Dasar (unesa.ac.id). Hard copies of assessment guidelines and brochures are available in the classroom as well or upon request.

Students receive news about guest lecturers, dates for competitions etc., on the websites of UNESA or the Faculty of Education. In addition, they get updates on social media, like WhatsApp or Telegram. Announcements are also made on YouTube and Instagram. The activities offered throughout an academic year are summarized in the annual report as well.

Appraisal:

The panel appreciated that on the study programme level, the Bachelor of Elementary Teacher Education, the Bachelor of Educational Technology and the Bachelor Special Education systematically analyse and evaluate the student workload. Students regularly evaluate the study programme and their satisfaction with the lecturers according to a prescribed procedure. The outcomes are communicated to the students and provide input for the quality development process. The programme management reflects upon the recommendations as well.

The faculty members also carry out evaluation of the services and the management at UNESA on a regular basis according to a prescribed procedure. The results of the survey are discussed in a management review conference to initiate relevant measures if deemed necessary. Clearly, students and faculty are involved in the relevant meetings and can contribute to the quality of education and development of and in each study programme. Responsibilities are clearly defined.

In addition, alumni, employers and other interested stakeholder evaluate the study programmes on a regular basis and in accordance with a prescribed procedure. They are invited to the curriculum audit to improve its quality. The results are communicated and provide input for the quality development process.

Information about the study programmes' content, curriculum, examination, and extracurricular activities are disseminated on the website and in brochures handed out to the students at the beginning of each semester. Moreover, all relevant news and information are accessible online on various channels, like UNESA's website or social media channels, as well.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Negeri Surabaya, Indonesia

Bachelor / Master programme:

Bachelor of Elementary Teacher Education

Bachelor of Educational Technology

Bachelor of Special Education

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)		X			
1.2*	International orientation of the study programme design (Asterisk Criterion)		ETE	ET SE		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)		ETE	ET SE		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)			X		
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		