

## Accreditation Report

Program Accreditation of  
**Universitas Pendidikan Indonesia – The Education University**

**Bachelor Program in Special Education (BSED)**

**Bachelor Program in Psychology (BPSY)**

**Bachelor Program in Elementary School Teacher Education (BEST)**

**Master Program in Educational Psychology (MPEP)**

**Master Program in Guidance and Counselling (MPGC)**

**Doctoral Program in Guidance and Counselling (DPGC)**

### **I      Procedure**

**Date of contract:** 05 August 2022

**Date of the submission of self-assessment report:** 11 November 2022

**Date of site visit:** 06./07 November 2023

**Attendance by ACQUIN office:** Robert Raback

**Accreditation decision:** 05 June 2025

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are taken into account.



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## II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, heads of the study programs, study program coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g., legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.



## 1 The Higher Education System in Indonesia

### 1.1 Historical development

The modern Indonesian Higher Education System evolved from the colonial education system of the Dutch East Indies. The need for professionally trained personnel who could be used in the administration led to the establishment of a number of higher education institutions (HEIs) in the late 19th century and the first decades of the 20th century, and to the establishment of a number of colleges mainly on the island Java with the largest population. The institutions primarily provided practical vocational education in the fields of Medicine (Medical College in Batavia, 1902), Engineering (Technical College in Bandung, 1920), Agriculture (Bogor Agricultural College) and Law (Jakarta Law College, 1924) and were less research oriented. These education institutions predominantly benefited a small number of European and, to a lesser extent, native indigenous elites – in 1930, only a little over 100 indigenous students were enrolled in the country's universities, where teaching was conducted in Dutch.

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

In addition, the law established comparable structures at the universities, the "Tri Dharma" (three pillars) of higher education (teaching, research, and service to the community service), which are still valid today. Private universities were recognized as equal to public HEIs, which led to a significant expansion of the private sector.

While particularly the primary and secondary education sector experienced significant growth in the first decades after independence, the development of the tertiary education sector was much slower. Favoured by strong economic growth and – associated with it – an increasing demand for a well-educated labour force as well as an expanding middle class changed this situation from the mid-1970s onwards: While 260,000 students were enrolled at Indonesian universities in 1975, the numbers increased by more than one million each decade. In the mid to late 1970s, the structure of the study programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.

Today, vocational training in Germany is regarded as a model for the development and expansion of vocational training structures in Indonesia's TVET sector (Technical and



Vocational Education). The new dual study programs are attracting great interest in Indonesia. Germany enjoys an extremely positive reputation here as a country of engineers, not least due to the popularity of the former President of the Republic of Indonesia, Dr. Bacharuddin Jusuf Habuf. Bacharuddin Jusuf Habibie studied aerospace engineering at RWTH Aachen.

## 1.2 Contemporary situation

With currently 4,593 private and public institutions in tertiary education, Indonesia has one of the largest and most divergent higher education systems in the world (Pendidikan Tinggi 2020 statistics, as of December 2020). 633 of these higher education institutions are considered universities (universitas). Since the state-run HEIs cannot meet the demand for primary, secondary, and tertiary education, there is a very broad market for private providers. Of the 4,593 HEIs, 122 are public, state-funded institutions and 3,044 are private. In addition, there are 187 state-owned higher education institutions (e.g. military and administrative colleges) and 1,240 religious colleges. These are not only higher education institutions for the training of religious functionaries, but also – religiously based – institutions with a variety of faculties and a wide range of courses of study and training. Thus, less than 10 per cent of all tertiary education institutions are state-run, more than 90 per cent are private universities. The state universities are generally regarded as particularly qualified and also have most of the country's current 739 doctoral programs.

Despite the large number of private colleges, "only" about 52 percent of students study there, while 35 percent are enrolled at state colleges. The remaining 17 per cent study at religious colleges or state-owned colleges that are under neither the Ministry of Education nor the Ministry of Religion.

The majority of the state-run higher education institutions are administered and financed by DIKTI (Directorate for Higher Education at the Ministry of Education and Culture). The Ministry of Religion, on the other hand, is responsible for the large number of denominational oriented higher education institutions. However, there are also higher education institutions that are administered and financed by other ministries, for example the Ministry of Finance and the Ministry of Defence. The private university sector is anchored in DIKTI with regionally organised so-called KOPERTIS networks.

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status



of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

Private and state-supported universities charge tuition fees. The amount of tuition fees varies greatly, depending on the subject studied, the socio-economic situation of the student (there is a subsidy for socially disadvantaged students) and according to the type of university:

At a state university, undergraduate studies (Bachelor degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's program (in Indonesian "Sarjana 2"), the tuition fees per semester range from between 8,000,000 Rp. (approx. 550 euros) and 31,000,000 Rp. (approx. 2,140 euros); the highest tuition fees are charged in the field of management. Doctoral studies at state universities cost between 11,000,000 Rp. (approx. 760 euros) and 45,000,000 Rp. (approx. 3,100 euros).

At private universities, the tuition fees for a particular subject can vary greatly. For an undergraduate/bachelor program, one has to pay on average between 12,000,000 Rp. (approx. 830,- Euro) and 20.000.000,- Rp. (approx. 1.380,- Euro), for a medical degree up to 54.000.000,- Rp. (approx. 3,725 euros), which does not include the sometimes very high very high enrolment fees for the first semester. In the master's program, the tuition fees per semester at the private Atma Jaya University in Jakarta, to name just one example, range from 7,000,000 Rp. (approx. 480 euros) and 37,000,000 Rp. (circa 2,550 euros). Again, management is the most expensive field of study. For doctoral studies, which are seldom offered by private universities, one has to pay fees ranging from about 20,000,000 Rp. (approx. 1,380 euros) and 30,000,000 Rp. (approx. 2,070 euros) per semester.

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor, a master and doctoral degrees respectively) are offered at universities. In addition to the 646 state and private universities, there is also a distance learning university ("Universitas



Terbuka”), which was opened in 1984 and offers mainly undergraduate courses. More than 310,000 students are currently enrolled there, with the largest proportion (over 40 per cent) of them at the Faculty of Teacher Education and Pedagogy. The degrees S1, S2, and S3, are also offered at subject-oriented HEIs: at institutes (Institut) and at high schools (Sekolah Tinggi).

Unlike the universities, the so-called “Instituts” are usually focused in certain areas of specialisation. Courses of study can be completed with a diploma as well as with a bachelor’s degree. Some institutes also offer postgraduate courses. Another form of subject-oriented higher education institutions are the Sekolah Tinggi (“High School”), which often consist of only one faculty and for the most part offer courses leading to professional courses of study. They account for almost half of all higher education institutions in Indonesia and are for the most part private. The usual degrees obtained here are D 1 to D 4. These “Diploma” degrees are awarded in application-oriented courses of study; they are not recognised as academic degrees in the European Higher Education Area. The highest D degree, the Diploma 4, concludes a four-year course of study and can be equated to a bachelor’s degree (S1) in Indonesia, albeit with the addition of “Bachelor of Applied Science”. In addition to the Sekolah Tinggi, the Diploma degree can also be obtained at the 909 so-called academies (“Akademi”). Like the institutes, the Akademi are usually specialised in one field of study such as e.g., accounting, foreign languages, or obstetrics, and are therefore rather small. They too are for the most part private institutions. The courses of study are concluded with a diploma degree. The 304 so-called polytechnics (“Politeknik”) offer only three- and four-year programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

Most universities still lack university teaching staff with doctoral degrees. Of the 308,600 lecturers statistically recorded, only around 47,625 have a doctorate. About 72 percent of university teachers have a master’s degree as their highest qualification; all others teach with Bachelor’s, Diploma, or other degrees. The most qualified university teachers, by a wide margin over the other islands, are on Java, where about 26,000 hold doctorates and a good 108,700 have master’s degrees. More than 60 per cent of all lecturers with a doctorate are thus employed at higher education institutions on Java.

### 1.3 Accreditation System in Indonesia

The issue of quality assurance plays a major role in Indonesia with its enormously diverse system of tertiary education institutions. While, for example, in Java and Sumatra 88 and 90



percent of the HEIs are accredited, in the provinces of Papua and West Papua the number is only 40 percent.

The authoritative institution for the accreditation of HEIs and study programs in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Ting), founded in 1994. In addition, there are also independent accreditation agencies for specific disciplines, e.g. medicine.

The accreditation system is three-tiered and is carried out in a five-year rotation. An "A" accreditation is the best rating. "B" means "very good", "C" is the lowest classification level and is also used for newly established study programs. The designations "unggul" (excellent), "baik sekali" (very good) and "baik" (good) were introduced in 2020 and have been used instead of A, B and C since then.

Out of approximately 4,600 higher education institutions in the country, about 62 per cent have been institutionally accredited so far. By the end of 2020, 99 institutions had been accredited with an "excellent" grade (the majority of which were state higher education institutions), 859 with a "very good" grade and 1,755 with a "good" grade. Among the study programs that have already been accredited, 19.0 per cent received an "excellent" grade (by far the most of these in the subjects of management and accounting), 51.9 per cent a "very good" grade and 29.2 per cent a "good" grade. Clear differences can be seen between state and private higher education institutions: while more than 40 percent of bachelor's and master's programs at state universities are accredited with an "excellent", this applies to only 7.5 percent of bachelor's and 12.9 percent of master's programs at private universities.

According to the government's plans, the accreditation system is to be fundamentally revised. For existing accreditation, the obligation to re-accredit is to be dropped. The previous classification will remain in place but can be reviewed by the accreditation authority in the event of a suspected "decline in performance" of the university, in which case a downgrading is also possible. The HEIs are free to apply for re-accreditation on a voluntary basis, e.g., to move up from the "very good" to the "excellent" level.



## 2 Short profile of the HEI

The Universitas Pendidikan Indonesia (UPI) is a state university with autonomy in academic and non-academic matters/ affairs. The university organises the Tri Dharma Perguruan Tinggi (TPHE) in the discipline of educational sciences and education of academic disciplines, as well as disciplines of theology, humanities, social sciences, natural sciences, formal sciences, and applied sciences.

### Brief History of UPI

UPI is one of the first teacher education institutions in Indonesia and has served the country by providing high quality teachers and educators. It was established as Teachers Education College (PTPG) on 20 October 1954 in Bandung with the main mission to prepare teachers/educators. In 1957, PTPG was amalgamated into the Padjadjaran University, then a newly established state university in Bandung, as the Faculty of Teacher Training and Educational Sciences (FKIP). This integration further strengthened UPI's position and contributed to its growth and development. In 1963, the Government amalgamated a number of teacher training institutions at tertiary level in Bandung into Bandung Institute of Teacher Training and Educational Sciences (IKIP Bandung). In 1999 IKIP Bandung transformed into Universitas Pendidikan Indonesia in accordance with Presidential Decree Number 124 of 1999, with a broader mandate to offer not only educational degrees but also degrees in pure sciences, mathematics, engineering, literature, arts, economics, business and social sciences. The university has been designated to be an autonomous university.

Since 2017, there has been a significant change in the role and scope of the university's responsibility in providing teachers and educators along with the issuance of the MOECRT (The Ministry of Education, Culture, Research, And Technology) Regulation, that changes the scheme of teacher education. Teacher education is now administered in bachelor degree plus one year (for Students with linear background or graduates of teacher education institutions, henceforth SLB) or one and a half year (for students with non-linear background or those of general institutions, henceforth SNLB).

### Visions and Missions of UPI

UPI is a university that embodies an educational identity rooted in integrity and honesty. The university recognizes the crucial role of education as a determinant for the future. At UPI, education holds the purpose of instilling a commitment to raise positive character traits such as independence, responsibility, and adaptability within the campus community. Moreover, UPI places great importance on developing values that prioritize civility and mutual support among its members.



UPI translates its vision of being a "Leading and Outstanding University" into specific missions: (1) providing education by promoting the harmonious integration of educational sciences with religious, humanities, social, formal, and applied disciplines; (2) conducting innovative research that advances educational theory and practice, as well as other disciplines, incorporating local wisdom; (3) developing comprehensive teacher professional education integrated with academic and professional education at all levels; and (4) disseminating experiences and innovations in education, religious disciplines, humanities, social, formal, and applied sciences to contribute to social progress. UPI upholds the following goals aligned with these missions: (1) producing high-quality teachers, education professionals, scientists, and experts across its higher education programs, equipped with strong moral values and global competitiveness; and (2) generating, advancing, and sharing science and technology for the betterment of human welfare.

### **University Values**

UPI's values are built in line with Pancasila as the Foundation of the Republic of Indonesia, and uphold the values of morality, equality, and equal opportunities in education. Therefore, UPI has scientific, educational, and religious values. In implementing these values, and as an effort to enhance quality to support national development with social justice, UPI focuses on the following in its development:

(1) Fair academic freedom: The implementation and development of education that is oriented towards excellence, fairness, and upholds diversity; (2) The excellence in the field of Education and research that promotes the resolution of development issues: Development and dissemination of outstanding research results in the fields of knowledge, education policy, and the resolution of strategic issues at the national, regional, and international levels; (3) Dissemination of research results for the welfare of society: The organization and development of community engagement by disseminating and utilizing innovations in the field of educational sciences, disciplinary education, and other disciplines to empower the society; (4) Creative and innovative learning environment through student-centred learning: The organization and development of student development programs to improve the quality of graduates and enhance networking and alumni empowerment; (5) Development of human resources quality based on SDGs: Capacity building of resources (human resources, facilities and infrastructure, and finances), and university efforts to support the implementation of the Tri Dharma (Three Pillars of Higher Education) to enhance the well-being and excellence of the university; (6) Institutional Governance towards sustainable development: Development of a healthy, accountable, and environmentally friendly university governance as an autonomous and multi-campus university based on an integrated information system.



### **Organizational Structure of UPI**

To achieve UPI's vision and mission, UPI has organizational structure and work procedures (SOTK) guidelines to improve understanding and achievement of performance targets for all UPI academics and educational staff. It consists of several study programs, quality control units, as well as several supporting resources consisting of laboratories, workshops and studios, study centres, academic and student affairs sections, general administration sections and human resources. To carry out its functions, the faculty is led by a dean and assisted by three vice-deans, namely the vice-dean for academics and the vice-dean for human resources, finance and general affairs and the vice-dean for student affairs.

UPI provides education through eight faculties and one postgraduate school and five regional campuses, which are located in Cibiru, Sumedang, Purwakarta, Tasikmalaya, and Serang and which run several study programs of their own.

### **Achievements of UPI**

Universitas Pendidikan Indonesia has been named one of the world's best universities through the latest edition of the most referenced university rankings in the world. Universitas Pendidikan Indonesia is ranked # 201-250 in the World, #33 in Asia and #1 Top University in Indonesia in the Field of Education based on QS (Quacquarelli Symonds) World University Rankings (QS-WUR) by Subject 2023.

QS (Quacquarelli Symonds) is the most widely used rating agency in the world. In addition, the Ministry of Education has just recognized QS in the ranking and is already very reputable. Good achievement in maintaining the #1 position in the aspect of education but not the end goal and not the only one. One of the UPI's next targets is to be able to enter the top 100 international QS WUR.

### **External Accreditation**

Apart from the internal quality assurance system, all the units of UPI are also audited by external quality agencies, such as the National Accreditation Agency for Higher Education (NAA-HE or BAN-PT) and agencies of quality certification for ISO 9001: 2008 and ISO 9001: 2015. The university is currently holding the accreditation rank "Excellent", indicating that the university has far exceeded the standards established in the National Standards of Higher Education (NSHE). Furthermore, UPI proudly showcase 113 programs rated as "Excellent," 24 programs rated as "Very Good," and 28 programs rated as "Good." This is a testament to UPI's unwavering commitment to maintaining exceptional quality in education. Moreover, UPI has gained international recognition for its dedication to excellence, with an impressive 77 internationally accredited study programs across various faculties from ASEAN University Network Quality Assurance (AUN-QA), the Accreditation Service for International Schools,



Colleges, and Universities (ASIC), and the Agency for Quality Assurance through Accreditation of Study Programs.

## **2.1 Faculty information**

### **Short Portrait of the Faculty of Educational Sciences**

The Faculty of Educational Sciences (hereafter, FES) was established in 1954. Led by the Dean and assisted by 3 Vice Deans, who are responsible for the areas of (1) academic affairs, (2) resources, finance, and general affairs, and (3) student affairs. FES altogether has 21 Study Programs with 9 Bachelor Study Programs, 7 Master Programs and 5 Doctorate Programs. The Faculty of Educational Sciences has formulated the Vision: Pioneer and Excellence in Education, Psychology and Teacher Training. This vision is translated into five missions, namely; 1) Carrying out quality education and teaching to prepare professional resources for educators, education personnel, psychologists, and librarians 2) Carrying out research in the framework of the development of education, teacher training and psychology both philosophically, theoretically and practically through increasing the productivity of basic and applied research quality; 3) Disseminating science and technology in the fields of education, teacher training, and psychology through activities and carrying out community service in a professional manner; 4) Optimizing the utilization of faculty resources as capital and for expanding funding sources for the Faculty of Educational Sciences; and 5) Carry out networking and collaboration nationally and regionally and internationally in the context of developing education, teacher training and psychology.

### **School of Postgraduate Studies (SPS)**

The School of Postgraduate Studies, henceforth SPS, is an education provider for master and doctoral degrees. It was first established in 1968. School of Postgraduate Studies UPI is an academic unit that functions to provide and/or coordinate master programs (pure and applied), doctoral programs (pure and applied), and other programs in their capacity. The number of study programs managed by SPS until 2020 is 31 master programs and 21 doctoral programs. The Master program of Linguistics (MPL), Doctor program of Linguistics (DPL) and Master program of Indonesian as a Foreign Language Education (MPIFLE) are included in the management section of the school.

SPS has an extensive experience and reputation in providing postgraduate education in the field of education and disciplined education. In the last five years, SPS has focused its program and activities on efforts to gain international recognition. Performance achievements during that period have brought SPS to an important stage in entering the world-class university community. The indicators for international recognition are shown by the presence of



international students in 10 study programs: visiting professors from partner universities abroad including: Japan, Australia, Germany, Egypt, Singapore, France and the USA.



### 3 General information on the study programs

#### 3.1 Bachelor Program in Special Education (BSED)

Provider of the study program	Faculty of Educational Sciences, UPI
Title of the study program	Bachelor Program in Special Education (BSED)
Degree	Bachelor of Education
Date or planned date of introduction	September 1, 1964
Regular study duration	4 years
Number of ECTS credits	216
Frequency of the offered program	Annually
Capacity per year	90
Number of students currently enrolled	529
The average number of graduates per year	62
Tuition fees	1.000.000 to 6.000.000 IDR (EUR ~ 60,60 to 363,63) for Indonesian students, per semester
Type of studies	Full-time



### 3.2 Bachelor Program in Psychology (BPSY)

Provider of the study program	Faculty of Educational Sciences, UPI
Title of the study program	Bachelor Program in Psychology (BPSY)
Degree	Bachelor of Psychology
Date or planned date of introduction	January 1, 2004
Subject field	Psychology
Regular study duration	4 years
Number of ECTS credits	217,5 ECTS
Frequency of the offered program	Annually
Capacity per year	80
Number of students currently enrolled	591
The average number of graduates per year	70
Tuition fees	1.000.000 to 6.000.000 IDR (EUR ~ 60,60 to 363,63) for Indonesian students, per semester
Type of studies	Full-time



### 3.3 Bachelor Program in Elementary School Teacher Education (BEST)

Provider of the study program	Faculty of Educational Sciences, UPI
Title of the study program	Bachelor in Elementary School Teacher Education (BEST)
Degree	Bachelor of Education
Date or planned date of introduction	August 20, 1992
Subject field	Elementary education
Regular study duration	4 years
Number of ECTS credits	216 ECTS
Frequency of the offered program	Annually
Capacity per year	150
Number of students currently enrolled	779
The average number of graduates per year	156
Tuition fees	1.000.000 to 6.000.000 IDR (EUR ~ 60,60 to 363,63) for Indonesian students, per semester
Type of studies	Full-time



### 3.4 Master Program in Educational Psychology (MPEP)

Provider of the study program	Faculty of Educational Sciences, UPI
Title of the study program	Master Program in Educational Psychology (MPEP)
Degree	Master of Education
Date or planned date of introduction	November 6, 2012
Subject field	Educational Psychology
Regular study duration	2 years
Number of ECTS credits	54 till 57 credits for linear students 72 till 75 credits for non-linear students
Frequency of the offered program	Twice a year
Capacity per year	25
Number of students currently enrolled	68
The average number of graduates per year	18
Tuition fees	Rp 8,522,000 (EUR 530,55) for Indonesian students Rp 16,469,000 (EUR 1,027.8) for foreign students
Type of studies	Full-time



### 3.5 Master Program in Guidance and Counselling (MPGC)

Provider of the study program	Faculty of Educational Sciences, UPI
Title of the study program	Master Program in Guidance and Counselling (MPGC)
Degree	Master of Education
Date or planned date of introduction	1980
Subject field	Educational Psychology, Research and Assessment in Guidance and Counselling
Regular study duration	2 years
Number of ECTS credits	57 ECTS for linear students 75 ECTS for non-linear students
Frequency of the offered program	Annually
Capacity per year	36
Number of students currently enrolled	125
The average number of graduates per year	42
Tuition fees	8.550.000 IDR (530 EUR) for Indonesian students/semester
Type of studies	Full-time



### 3.6 Doctoral Program in Guidance and Counselling (DPGC)

Provider of the study program	Faculty of Educational Sciences, UPI
Title of the study program	Doctoral Program in Guidance and Counselling (DPGC)
Degree	Doctor of Education (Dr.)
Date or planned date of introduction	1982
Subject field	Philosophy, Research and Development, and Assessment in Guidance and Counselling
Regular study duration	3 years
Number of ECTS credits	63 ECTS for linear students 81 ECTS for non-linear students
Frequency of the offered program	Annually
Capacity per year	14
Number of students currently enrolled	62
The average number of graduates per year	12
Tuition fees	12.580.000 IDR (780,63 EUR) for Indonesian students/semester
Type of studies	Full-time



### **III Implementation and assessment of the criteria**

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level to avoid repetition and better describe general context.

#### **1 ESG Standard 1.1: Policy for quality assurance**

**Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

##### **1.1 Implementation**

The internal quality management of the university is coordinated by the University Quality Assurance Unit (SPM). This unit is responsible for ensuring that quality assurance is carried out consistently and continuously by all academic, administrative, business, and supporting elements of the university. The internal quality assurance system is carried out through a process approach and a performance approach.

At the university level, internal quality assurance is carried out by the SPM and the Internal Control Unit (ICU). Each unit for each activity held is carried out by the Quality Control Unit (SKM) in the work unit concerned. The internal quality assurance system is implemented through Internal Quality Audits (IQA) and the ICU annually. This includes self-evaluation reports, internal audit forms, and analysis and evaluation of the performance of the study program every year.

The Internal Audit Unit (SAI) is involved in carrying out quality evaluations and internal audits to assess the implementation of the quality assurance system and the level of achievement of quality standards or objectives within the university. Academic and administrative staff are involved in implementing quality assurance for every activity they organize, ensuring compliance with quality standards, and participating in internal quality audits and evaluations. Students are also involved in providing feedback, participating in satisfaction surveys, and contributing to the continuous improvement of the quality of education and services.

The implementation of quality assurance follows the PPEPP model, which includes standard setting, standard implementation, standard evaluation, standard control, and continuous improvement. The university determines and formulates quality standards through a systemic analysis of the components of the higher education delivery system, including input, process, output, and impact.



In addition, the university conducts internal evaluations every year, namely internal audits, to ensure that the quality assurance system is being implemented effectively. The success of quality assurance is assessed by accreditation and the absorption of graduates by stakeholders. This internal quality management system is designed to achieve predetermined quality standards or objectives and ensure continuous quality improvement.

The internal quality management of the university involves various stakeholders who play essential roles in ensuring the effectiveness of the quality assurance system. The university management is mainly responsible for carrying out quality assurance to meet standards that apply nationally and/or internationally. They are involved in setting quality targets, coordinating quality assurance activities, and ensuring the implementation of the quality assurance system.

## 1.2 Assessment

UPI has established a comprehensive formal quality assurance (QA) policy, which is implemented through its Internal Quality Assurance System (SPMI). This system is publicly accessible via the university's website, allowing transparency in regulations, procedures, and related information. The quality assurance framework is further decentralized, with coordination at the faculty level managed by the Faculty's Quality Assurance Unit (SKM) and at the study program level by the Quality Assurance Group (GKM). This structured approach ensures consistency and comprehensiveness in the application of QA policies across the institution.

UPI's QA policy is notably broad, covering nine interconnected quality standards that align with the three foundational pillars of HEI's in Indonesia: education, research, and community service. Additionally, these standards involve crucial management-related areas such as human resources, information systems, facilities, planning, development, and reporting. The alignment of UPI's QA framework with these pillars ensures that its policies apply uniformly across all institutional aims and goals and also on each faculty level.

All units and bodies within UPI are actively engaged in the development and implementation of these QA policies. As described by the institution, UPI has designated teams at various levels responsible for overseeing the effective functioning of QA mechanisms. These bodies operate under the close coordination and supervision of UPI's top management, ensuring that the development, revision, implementation, and monitoring of the QA system are well-executed. The university's QA body, primarily responsible for coordination, works in tandem with faculty-level units, which manage administrative aspects, and study program-level units, which focus on academic activities such as teaching, learning, and research.

Moreover, UPI adheres to national regulations on gender equality, as mandated by the 2020 gender-responsive university manual issued by the Ministry of Female Empowerment and Child Protection. This manual follows the Presidential Instruction on National Development and



outlines measures to ensure equal opportunities and resources for all genders. UPI has established the University Center for Gender Role and Child Protection Studies, tasked with promoting gender equity and advocating for children's rights within the university and the broader public.

In conclusion, UPI's QA policy is well-structured and aligned with national and international standards, with effective coordination at all levels to ensure continuous improvement. However, ongoing efforts in faculty development and adherence to emerging regulations will be crucial to sustaining and enhancing UPI's commitment to quality assurance.

### **1.3 Conclusion**

The criterion is **fulfilled**.

## **2 ESG Standard 1.2: Design and approval of programs**

**Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

### **2.1 Implementation**

#### **2.1.1 Bachelor Program in Special Education (BSED)**

The BSED study program was established on September 1, 1964. BSED is designed to produce special education graduates with the competence to be competitive and highly adaptable educators and educational personnel globally. Efforts to achieve this goal are continuously enhanced by developing teaching approaches emphasizing project-based learning and pedagogical content knowledge related to assessment, intervention, ICT literacy, assistive and compensatory technology. The development of competencies in graduates of the BSED is based on expertise in special education and specific skills to adapt to the physical environment, content, methods, and the use of assistive media/technology, including the competence to meet the expectations of the public and authorities regarding the role of special education graduates as educators and educational personnel.

Through tracer studies and curriculum evaluations, empirical insights into the significant social dynamics regarding expertise in special education and skills in special learning design have been discovered. The curriculum is continuously enhanced through a sandwich program approach, internship opportunities, case-based learning, strengthening of specific skills, and collaboration with overseas universities and organizations. The tracer study results also reveal the development of the body of knowledge in special education, ensuring that graduates are



competent professionals in their field. This body of knowledge is reflected in the special education curriculum, which forms a competency pyramid encompassing general foundation courses, specialized core courses, and specialized areas of study such as intellectual, socio-emotional, communication, sensory-motor, and professional training. The study focuses on expertise and knowledge in conceptual subjects related to teaching and learning, emphasizing learning to teach (ortho didactics-methods) within the perspective of learning as a holistic academic, personal, and social development process.

Every two years, the study program and curriculum development team analyze the strengths and areas for improvement to enhance the curriculum implementation process and outcomes in the study program. These improvements are then disseminated to all stakeholders, including students, course instructors, and staff within the BSED. The major evaluation, conducted every five years, is under the supervision of the university's curriculum development division and serves as the basis for curriculum changes in the study program. Relevant changes include policies to add or replace course names, determine the number of credits students take, and the evaluation results used to develop the learning process outlined in the RPS. The curriculum development in BSED is aligned with the Indonesian National Qualifications Framework and National Standards for Higher Education. In 2019, BSED conducted curriculum socialization and validation activities involving practitioners, bureaucrats, and academics. Subsequently, in 2021, the curriculum was restructured and aligned. The curriculum documents of the BSED have been coherently prepared, covering Vision, Mission, Goals, and Strategies (VMTS), as well as curriculum management and implementation mechanisms, with reference to the university's vision target achievements.

### **2.1.2 Bachelor Program in Psychology (BPSY)**

The BPSY program was established in 2004 with a 1994 curriculum following the Ministry of Education and Culture Decree No. 0324/U/1994, separating the undergraduate psychology program from the professional psychology program, where the undergraduate program was previously merged with the professional program. The curriculum changed in 2008, 2013, and 2018 following curriculum changes from AP2TPI as the organization that coordinates all psychology study programs in Indonesia; these curriculum adjustments are also based on university rules.

Starting from the 2013 curriculum, the BPSY curriculum uses learning outcomes set by AP2TPI based on KKNI (Indonesian Qualification Framework-IQF), which then changed back in 2015 so that the 2018 curriculum follows changes based on the AP2TPI Decree in 2015. The establishment of BPSY programs is aimed at creating students in accordance with the object of education (Programs Education Object), namely human resource development staff,



assistant psychologists, research staff, psychology counsellors, entrepreneurs, facilitators and motivators in training, community development designers and facilitators, and associate's in special populations.

The psychology curriculum follows the description of KKNI (INQF) in determining dimensions of qualification, namely science, knowledge, understanding, skills, affection, and competency. The bachelor at IQF is at level six with four competencies. Based on IQF, AP2TPI developed competencies used as references in establishing BPSY competencies. Attitude aspects in all BPSY courses have learning outcomes set by AP2TPI and the university. Then it is designed as a learning outcome matrix consisting of five aspects: attitudes and values; mastery of knowledge; general skills; specific skills; and authority and responsibility.

### **2.1.3 Master Program in Elementary School Teacher Education (BEST)**

The BEST study program began with the opening of the BEST D-2 Program in 1992 with a Decree of the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia. The BEST undergraduate program (S-1) began to accept new students in 2000. This study program is the ongoing development of the BEST D-2 Program. This study program is institutionally under the Department of Pedagogy of the Faculty of Educational Sciences (FIP). From 2000 until 2005, BEST only accepted graduates of the BEST D-2 from state and private universities registered at the Director General of Higher Education and Private University Coordinating Agency.

In response to the increasing public demand and the community's needs for S-1 BEST graduates, in 2006 the study program began accepting students from high school graduates. Based on this history, the BEST at UPI is one of the oldest BEST programs in Indonesia. According to the school data of the Ministry of Education, Culture, Research and Technology, the number of elementary schools in Indonesia was 149,559. Considering the number, graduates of the BEST program are still very much needed to support the nation's education efforts. BEST alumni are spread all over Indonesia, some even work at Indonesian schools overseas.

The general Graduate Learning Achievements refer to the Regulation of the Minister of Education and Culture concerning National Higher Education Standards (SNPT) that is formulated in four aspects, namely (1) attitude, (2) knowledge, (3) general skills, and (4) specific skills. General attitude and skills refer to the formulation of the Indonesian National Qualifications Framework (KKNI) level 6 that has been established as the minimum standards at UPI. The study program formulates specific knowledge and skills. Based on these



regulations, the learning outcomes of the study program Graduate's Learning Achievement are established.

#### **2.1.4 Master Program in Educational Psychology (MPEP)**

MPEP is the pioneer and the only master's program in educational psychology in Indonesia. As the only master's program in educational psychology in Indonesia, MPEP curriculum was developed by examining the curriculum of educational psychology master programs under the faculty of education from several leading universities in the world and benchmarking with the International Islamic University Malaysia and the University of Malaya. The curriculum refers to government and institutional policies and regulations and National Higher Education Standards (SNPT), and UPI regulations concerning curriculum, learning outcomes and considers the industrial revolution 4.0, the 21st-century skills demand, and the society needs. The establishment of MPEP was mainly driven by the need for educational psychology and developmental psychology lecturers at the Teacher Education Institute (LPTK) and focused on the learners, the learning process, and the learning situation in formal education settings. Along with the rapid development of science and technology, the industrial revolution 4.0, and the globalization in education, as well as quite a lot of increase in the number of applicants from non-linear education backgrounds, the setting of educational psychology is expanded into formal, informal, and non-formal education. The title of MPEP graduate is Master of Education (M.Pd), which is expected to be a professional teaching staff of educational psychology and developmental psychology in higher education, the innovative scientist/researcher in the field of educational psychology, and the autonomous practitioner in the field of educational psychology. MPEP graduates do not have the authority to provide counselling or psychologist practice.

The quality assurance system of the curriculum is directed to meet the relevance among students', employers', and other stakeholders' needs and expectations. A periodic review is conducted focusing on either the content or implementation of the curriculum involving the internal stakeholders such as lecturers and students and external stakeholders such as alumni, graduate users/employers, domestic and foreign university lecturers, and the educational practitioners through FGD, workshop and filling questionnaires which can be accessed through the website. The scope of the review mainly focuses on the suitability between courses, learning outcomes, and the graduate's job, and the relevance between the graduates' competencies and workplace needs or demands.

MPEP has been conducting collaborations with the workplaces and stakeholders relevant to the alumni's workplaces to develop curriculum and educational programs. Another effort to maintain the quality of the curriculum is to evaluate and update the curriculum that meets global



standards and industrial revolution 4.0. The most recent activity in relation to this is the international collaboration of curriculum review between the MPEP and the master program in educational psychology at the University of Malaya, Malaysia.

MPEP student's intake consists of two pathways, and they are linear and nonlinear education background. The linear students are those who graduated from psychology and guidance counselling, and the nonlinear students are those who graduated from other fields, which are not limited to education or psychology. These students' educational backgrounds determine the number of credits MPEP students should take to fulfil the master's degree.

### **2.1.5 Master Program in Guidance and Counselling (MPGC)**

The MPGC program is designed with the primary goal aligned with the vision, mission, and strategies of the UPI. The scientific vision of MPGC is to grow scientists and innovators in counselling who are distinguished and influential, driven by growth and wisdom. The MPGC program undergoes continuous curriculum development and assessment annually, considering feedback from alumni, graduates' users, and professional associations such as ABKIN. The involvement of students, alumni, graduates' users, and professional associations is facilitated through Focus Group Discussions (FGDs). The curriculum development process also includes the active participation of educational science experts and professional practitioners in school and non-school settings. Notable experts who have contributed include various experts in the field in a national and international scope. The curriculum development in MPGC is rooted in the four core objectives of higher education.

To fulfil this scholarly vision, the ILOs in MPGC aim for students to: 1) cultivate attitudes and values consistent with the program's vision and mission, 2) acquire skills to understand knowledge within the scholarly repertoire of counselling, 3) possess general competencies to apply scholarly counselling in the context of the three pillars of higher education (education, research, and community service), and 4) develop specific skills to advance and excel in the field of counselling.

To achieve institutional goals, the design of the intended learning outcomes (ILO) by MPGC refers to: 1) Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia or KKNI) Level 8, 2) Regulation of the Ministry of National Education on Academic Qualifications and Competencies of Counsellors, 3) National Standards for Higher Education (Standard Nasional Pendidikan Tinggi or SNPT), 4) UPI Graduate Profile, and 5) agreements of the Forum for Graduate of Guidance and Counselling Program Studies. These references serve as the foundation for structuring the MPGC program to ensure that graduates acquire the skills and knowledge needed by society in counselling.



The program aims to equip MPGC graduates with the necessary skills and knowledge to thrive in the competitive job market, and their competitiveness is regularly assessed and monitored. The curriculum raises leadership values through project-based and blended learning, promoting a democratic educational environment. This includes opportunities for students to engage in internship programs. Moreover, the MPGC curriculum emphasises the development of students' self-improvement and numeracy literacy through assignments incorporating local wisdom as a foundation for implementing effective guidance and counselling practices.

#### **2.1.6 Doctoral Program in Guidance and Counselling (DPGC)**

The DGC curriculum is designed comprehensively to facilitate student development through freedom in choosing courses up to the maximum number, determining research topics, extending the duration of study to three semesters, academic mentoring of students with a ratio of 1:55, and monitoring the completion of the dissertation through the internal tracking system. To support the timely completion of studies, students are given opportunities through the sandwich program selection, distinguished scholarships, and dissertation completion grants. The DGC learning process is designed for linear students to complete in two semesters for 40.5 ECTS and for unilinear students to complete in three semesters for a total of 58.5 ECTS, plus 22.5 ECTS for the dissertation.

The learning outcomes of doctoral students in the educational disciplines emphasise mastery of conceptual-theoretical knowledge and/or applied knowledge in guidance and counselling. Therefore, the competencies of DPGC graduates refer to: 1) the Indonesian National Qualifications Framework (KKNI), 2) National Standards for Higher Education, 3) Academic Qualifications and Competencies of Counsellors, 4) UPI Quality Standards, and 5) UPI Graduate Profiles. Periodically, DPGC formulates DPGC-learning outcomes through the Forum of Guidance and Counselling Programs in Indonesia in collaboration with the Indonesian Guidance and Counselling Association (ABKIN). Efforts to achieve these learning outcomes are implemented through the DPGC curriculum, developed yearly and evaluated regularly, considering input from alumni, graduate users, and professional organisations. Educational experts and professional practitioners from the school and non-school sectors also develop the curriculum.

The DPGC curriculum is approved and ratified by the University Academic Senate. The program's efforts to systematically maintain quality learning outcomes and curriculum are governed by various platforms that support students and faculty in academic activities. The needs of doctoral students are met through integrated services, which are then evaluated and followed up by the program through an annual curriculum evaluation. The Research Foundation refers to the UPI Research and Community Service Institute (LPPM UPI). The



DPGC has formulated a vision of scholarship and a research roadmap to assist the academic community in defining subject specifications by Field of Expertise Groups.

The DPGC creates an educational ecology through research that refers to the UPI Research Master Plan, UPI research guidelines, research roadmap, and Field of Expertise Groups, supported by opportunities to obtain funding through various research schemes from UPI and nonUPI sources. The provision of a research climate in the doctoral program in guidance and counselling aims to produce graduates who are experts in the field of education in guidance and counselling. This is done to train graduates to be researchers who can lead and guide educational research in guidance and counselling and educational developers who use research findings and scientific studies for the development of education and guidance and counselling.

International collaboration has been undertaken as an effort to enhance the quality of education in the doctoral program in guidance and counselling through scientific conferences, visiting lecturers, a sandwich program, joint research and publication, and international students. The World Class University program funds the internationalisation program. Career development for DPGC students is facilitated through career guidance and counselling services, which provide various training programs to enhance students' skills.

## 2.2 Assessment

### 2.2.1 Bachelor Program in Special Education (BSED)

The BSED study program at UPI shows a mature and systematic approach to curriculum design and approval. First established in 1964, the program consistently aims to produce national competitive and adaptable special education graduates.

The program's curriculum is thoughtfully structured, emphasizing project-based learning, pedagogical content knowledge, and the integration of ICT literacy and assistive technology. This approach ensures that students develop theoretical expertise and practical skills to address diverse educational needs. The well-defined competency framework, organized into foundational courses, specialized core courses, and advanced study areas, further supports comprehensive academic and professional development.

Curriculum enhancement is guided by regular tracer studies and evaluations, ensuring the program remains responsive to evolving educational demands. Regular reviews and major evaluations conducted every five years provide a transparent and reflective process for continuous improvement, informed by stakeholder feedback and empirical data.

The program's alignment with the Indonesian National Qualifications Framework and National Standards for Higher Education highlights its quality and relevance. Activities involving



practitioners, bureaucrats, and academics in curriculum socialization and validation further demonstrate a participatory approach to curriculum development.

In conclusion, the BSED study program at UPI exemplifies best practices in curriculum design and approval, maintaining high standards of quality and responsiveness to national and international educational expectations, also compared to European study programs from that scientific field.

### **2.2.2 Bachelor Program Psychology (BPSY)**

The BPSY program at UPI reflects a curriculum that is well-aligned with the university's mission to provide relevant psychological education geared toward academic professionalism. The program operates under the framework of the Indonesian Legislation on Psychology Education, which governs the academic and professional domains of psychology. This legislation ensures the advancement of psychology as a scientific and professional discipline while safeguarding the rights and interests of those seeking psychological services. The Indonesian National Psychology Council plays a central role in the development of the curriculum and accreditation of practitioners, mandating to ethical standards and the promotion of research and innovation.

The 4-year Bachelor program fully complies with legal requirements and encompasses a wide range of fundamental psychology subjects commonly found in comparable programs in Europe and Anglo-American countries. These include courses such as Introduction to Psychology, Research Methods in Psychology, Psychological Testing, Developmental Psychology, and Social Psychology, among others. Additional subjects focusing on the biological, cultural, and methodological aspects of psychology, alongside Indonesian-specific courses, reflect the national context. The curriculum also incorporates a diverse set of elective courses and mandatory general education subjects, contributing to an extended duration of eight semesters.

The program's design development involves various external stakeholders, such as the Indonesian Association of Psychology, industry representatives, and professional associations, providing input through surveys and advisory boards. However, student participation in program development remains limited and could be pro-actively encouraged to higher-level university bodies and the academic senate. Internal approval procedures for new and updated programs include systematic evaluations by professors, lecturers, and external representatives, ensuring alignment with academic and professional standards.

Despite the program's strengths, there are significant issues concerning the transparency and consistency of student workload distribution. The assignment of ECTS points across semesters is uneven, and the final semester's credit allocation remains unclear. Furthermore, the number of courses varies greatly between semesters, diverging from the standardized



European system's expectations of uniform credit distribution and workload. Also, English as the global academic language could be more taken into consideration in the upcoming years to strengthen the international visibility of the program.

Overall, the Bachelor in Psychology program meets international standards in terms of its academic content and alignment with professional requirements. The program prepares graduates for diverse career opportunities in healthcare, education, business, and social work, supported by a growing demand for qualified psychologists in Indonesia and abroad. However, to enhance the program's international compatibility and quality assurance, adjustments to the ECTS credit system and greater transparency in workload distribution would be beneficial. Additionally, encouraging more active student involvement in program development and providing teaching staff with better support for research activities and pedagogical training would contribute to continuous improvement and innovation in the program.

### **2.2.3 Bachelor Program in Elementary School Teacher Education (BEST)**

The BEST study program presents an evolving approach to curriculum design and approval, in line with national and international requirements. Originating with the launch in 1992 and subsequently expanding into the undergraduate level in 2000, the program reflects a long history of gradual and responsive development tailored to Indonesia's national educational needs. The program's institutional affiliation with the Department of Pedagogy within the Faculty of Educational Sciences further strengthens its academic foundation and governance across all different development stages in the past years.

One of the program's key strengths is its responsiveness to societal demands and the evolving educational landscape in Indonesia. Initially restricted to graduates of the BEST program, the undergraduate program broadened its intake in 2006 to include high school graduates, reflecting its awareness of and adaptability to increasing public demand for qualified elementary education professionals. This expansion underscores the program's crucial role in addressing the country's educational needs, particularly given the vast number of elementary schools across Indonesia and the continued demand for qualified educators.

The design and approval of the BEST curriculum adhere to national standards, ensuring consistency with the Regulation of the Minister of Education and Culture concerning National Higher Education Standards and the Indonesian National Qualifications Framework. The curriculum is structured around four key dimensions: attitude, knowledge, general skills, and specific skills, which together form a comprehensive set of graduate learning outcomes. This framework provides a solid foundation for producing well-rounded and competent graduates equipped to meet the diverse challenges of the education sector in Indonesia.

Regular evaluation and refinement processes contribute to the program's ongoing development. By continuously aligning its learning outcomes and curriculum with national



policy and educational standards, the BEST program maintains its importance and quality. Moreover, the extensive distribution of its alumni across Indonesia and beyond attests to the program's success in preparing graduates who are not only competent but also highly adaptable to various educational contexts. In summary, the BEST study program exemplifies a dynamic and contextually responsive approach to program design and approval. Its commitment to national educational goals, adherence to established standards, and focus on producing high-quality graduates position it as a key contributor to the advancement of elementary education in Indonesia.

#### **2.2.4 Master Program in Educational Psychology (MPEP)**

Students with diverse, mostly educational, backgrounds enter the program, which is different from most comparable MA programs in Europe. Therefore, parts of the program are designed to harmonize student knowledge and abilities. The focus of the program is to further educate and qualify practitioners in secondary education.

The study program seems reasonable and learning outcomes should qualify or further qualify for the job market. The content described in the module handbook is comparable to what would be expected from a European program with a strong focus on the application of psychological knowledge in secondary education. However, in my eyes the Master program in its current form does not yet provide the necessary skills and knowledge to prepare students for an academic career, especially in research in educational psychology. The literature listed in the module handbook is outdated to an extend and needs to be updated. To make the study program more competitive and attractive for a more diverse group of students (including international students) there should be a greater focus on a) learning disorders (integration of a clinical and neuropsychological perspective) b) adolescence with a greater focus on the age range between 10 and 18 years of age and c) cognition and digital learning methods. Entry requirements, program structure and degree requirements should be more transparent and be provided in English on the website. Information on internships is not provided in the curriculum. So far, the program is in line with the four purposes of higher education of the Council of Europe however, certain aspects of the program should be updated as well. Despite these necessary adjustments there are several positive impressions that the expert's group had when evaluating the program. The program seems to attract highly motivated and capable students. The faculty, teaching and admin staff seemed very eager to improve their program and motivated to support their students. And the technical infrastructure seems sufficient to support excellent teaching on campus. Across the different institutions there seems to be a shared interest in internationalization efforts as well as improving teaching and research.



## 2.2.5 Master Program in Guidance and Counselling (MPGC)

The MPGC study program reflects a forward-looking approach to curriculum design and approval, aligning with the national program requirements. The program's vision to develop influential and distinguished scientists and innovators in counselling, driven by growth and wisdom, is obviously embedded in its academic and strategic framework. This alignment with the faculties' broader vision, mission, and strategies ensures a coherent institutional direction and a shared commitment to quality.

A central strength of the MPGC program lies in its continuous curriculum development and assessment processes. Conducted annually, these processes integrate feedback from a wide array of stakeholders, including alumni, graduates, and professional associations. The active involvement of educational science experts and professional practitioners in school and non-school settings ensures that the curriculum remains relevant and responsive to the evolving demands of the counselling profession. The use of Focus Group Discussions as a platform for stakeholder engagement further strengthens the program's reflective and inclusive approach to curriculum enhancement.

The curriculum design of the program is firmly anchored in the four core objectives of higher education and articulated through well-defined Intended Learning Outcomes. These outcomes encompass the cultivation of attitudes and values aligned with the program's vision, the acquisition of scholarly knowledge in counselling, the development of general competencies applicable to education, research, and community service, and the advancement of specific skills crucial for professional excellence. Such a structured framework ensures a comprehensive educational experience, equipping graduates with the diverse capabilities needed in the field of counselling.

The program's adherence to national and institutional standards further underscores its quality and rigor. By aligning its Intended Learning Outcomes with the Indonesian National Qualifications Framework, the National Standards for Higher Education, and the Regulation of the Ministry of National Education on Academic Qualifications and Competencies of Counsellors, the MPGC program shows clear commitment to maintaining high academic and professional benchmarks. Additional alignment with the UPI Graduate Profile and agreements of the Forum for Graduate of Guidance and Counselling Program Studies further enhances the program's relevance and consistency.

The program also integrates project-based and blended learning methodologies not only enhances students' leadership skills but also nurtures a democratic educational atmosphere. Internship opportunities provide practical exposure, while assignments rooted in local wisdom support the development of self-improvement and numeracy literacy. These elements collectively contribute to the holistic preparation of graduates for competitive and impactful careers in counselling.



## 2.2.6 Doctoral Program in Guidance and Counselling (DPGC)

The DPGC doctoral program shows a strategic approach to curriculum design and approval. Its comprehensive curriculum framework is designed to raise academic excellence and professional expertise in the field of guidance and counselling on this respective level. By offering students flexibility in course selection, research topic determination, and study duration, the program supports individualized academic development while maintaining rigorous educational standards.

A notable strength of the program are its learning outcomes, emphasizing theoretical and applied knowledge in educational disciplines. These outcomes are carefully aligned with key national and institutional standards, including the Indonesian National Qualifications Framework, the National Standards for Higher Education, the Academic Qualifications and Competencies of Counsellors, UPI Quality Standards, and UPI Graduate Profiles. The involvement of the Forum of Guidance and Counselling Programs in Indonesia and the Indonesian Guidance and Counselling Association ensures that the program remains responsive to evolving professional and academic expectations.

The program's curriculum development is an ongoing process, evaluated annually through stakeholder input from alumni, graduates, and professional organizations. This participatory approach ensures that the curriculum remains dynamic and aligned with current educational and professional needs. The systematic approval and ratification of the curriculum by the University Academic Senate further emphasizes its academic rigor and institutional credibility. The DPGC program's commitment to research excellence is reflected in its alignment with the UPI Research and Community Service Institute and the UPI Research Master Plan. Through a structured research roadmap and support from Field of Expertise Groups, the program raises a strong research climate, providing opportunities for students to engage in funded research schemes from UPI and external sources. This emphasis on research equips graduates with the capabilities to lead and innovate in educational research and development within the field of guidance and counselling.

International collaboration enhances the program's global engagement and academic quality. Through scientific conferences, visiting lecturers, joint research, and international student participation, the program cultivates an international academic environment, not just within the ASEAN countries. Additionally, career development services offer students tailored guidance and training opportunities, preparing them for diverse professional pathways.

### **Assessment of the PhD programs and the Salzburg Recommendations:**

According to the insights from the site visit, PhD students are sufficiently involved in research activities, which are a core part of their educational experience. The program provides sufficient research opportunities that not only enhance the students' learning but also



contribute to the overall quality of the academic program. According to recent surveys, students express high levels of satisfaction with the university's offerings, particularly appreciating their direct involvement in the faculty's research projects. This hands-on experience allows students to apply theoretical knowledge in practical settings, aiming a deeper understanding of their field of study. Furthermore, the university is well-equipped with research resources that enable students and faculty to conduct studies and projects at an international standard. This access to state-of-the-art facilities and resources ensures that the research conducted is innovative and globally competitive, preparing students to excel in their future careers.

### 2.3 Conclusion

The criterion is **fulfilled**.

#### Findings:

**Recommendation:** ECTS credits should be balanced more evenly to align with the European system. This could be streamlined with partner universities from Europe to ensure the required workload fits well with the national requirements in Indonesia

**Recommendation:** Students English proficiency should be improved at all levels (faculty staff, teaching staff) and in all programs in the long term to ensure international visibility of the programs.

**Recommendation MPEP:** With regards to the outcomes of the MPEP-program it would be beneficial to strengthen the focus on a) learning disorders as the integration of a clinical and neuropsychological perspective; b) adolescence with a greater focus on the age range between 10 and 18 years of age and c) cognition and digital learning methods amongst all students in the MPEP program.

## 3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

**Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

### 3.1 Implementation

Student-centred learning, teaching, and assessment are implemented at UPI through various methods and approaches. The learning process is designed to enhance students' potential independently, with various forms of learning such as lectures, discussions, presentations, group assignments, and individual assignments. This approach encourages students to take responsibility for their own learning and contribute to the learning process.

Students are encouraged to actively participate in discussions, seminars, and group assignments. They are also involved in project-based learning, where they undertake real-



world projects that require them to apply their linguistic expertise to solve problems or conduct research. Lecturers and students work together to develop and explore various relevant studies, in terms of scientific content and skills in their application. Information exchange (discussions) in and outside the classroom is a hallmark of the learning process.

Study programs assess attitudes, knowledge, general skills, and specific skills to be achieved in each course by determining the appropriate learning approach. For example, students engage in real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The program implements the Project-Based Learning (PBL) method to enhance critical thinking skills in addressing language and literature issues. Students undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. The learning process leverages digital tools, online resources, and multimedia platforms to enhance learning experiences. For example, students use computational linguistics tools and software to analyse large linguistic datasets.

### **Examination system**

Examinations are based on educational, authentic, objective, accountable, and transparent principles that are integrated. The assessment techniques include observation, participation, performance, written tests, oral tests, and surveys. The assessment system includes formative assessments aimed at obtaining information used for the improvement of the learning process and a summative assessment aimed at evaluating the students' achievements of the intended learning outcomes.

Course exams are held at least twice in one semester, namely midterm and final semester exams, while the assignments can be adjusted. Final examinations of the study program can be held every month. Students who write theses or dissertations undergo an oral defence examined by a board of reviewers. In this oral defence, they are assessed based on their knowledge of the theory, academic writing, ability to defend their thesis, and English proficiency.

The grading management is done digitally through the university's grading system called SINNO. The grading system uses a scale of 0-4, and students are allowed to submit a letter of request for a review of the grade if they do not accept the grade offered by the lecturer. The assessment system includes a continuous improvement process, where feedback from students is used to make improvements in the learning process and assessment methods.

### **3.2 Assessment**

UPI established well aligned processes to ensure student-centred learning, teaching, and assessment with several aspects of a high-level educational approach with only few areas for further improvements.



UPI follows a traditional syllabus across all classes in the cluster, ensuring that learning outcomes and assessment methods are clear and well communicated. The assessment processes align with the intended learning outcomes, helping students develop the relevant skills. Moreover, the detailed composition of final grades is mostly transparent and consistently shared. However, some syllabi and lesson plans appear outdated, suggesting that periodic curriculum updates are needed to maintain relevancy.

The university applies a structured assessment process that extends beyond traditional methods, incorporating a variety of approaches such as simulation-based assessments, peer review, and practical work. This range of assessments complements formative and summative assessments. Notably, students may retake an exam after a year if needed, and final examinations may take the form of a thesis, non-thesis, or the publication of a journal article, adding flexibility to the assessment framework.

UPI has included Outcome-Based Education (OBE) principles, which focus on the holistic development of students, encouraging problem-solving, critical thinking, and the application of knowledge in real-life contexts. The use of diverse teaching methods, from lectures and case studies to project-based learning and fieldwork, enhances the student learning experience. Additionally, students are encouraged to engage in laboratory-based experiments, further raising independent research and practical skills.

While these strengths are evident, there are also some concerns. Although student feedback is collected via questionnaires, these are the only evaluation tools used, raising doubts about their effectiveness. The anonymity of these questionnaires is questionable, given that there is potential for senior administration, including the rector, to access the results, which could undermine honest feedback. UPI could benefit from expanding its feedback mechanisms beyond questionnaires to ensure a comprehensive evaluation of teaching and learning methods.

There is a notable gap in offering students opportunities to build individual portfolios, which could better prepare them for their professional careers. Introducing more elective modules and customizable learning paths could not only enhance the portfolio-building process but also increase the attractiveness of all programs at UPI.

In PhD programs, the role of academic supervision does not significantly differ from the master's level. A more differentiated and tailored approach to supervision at the doctoral level could enhance the academic development of PhD candidates in an international context. Furthermore, integrating research results into study programs would enrich the academic environment and encourage a stronger sense of community and shared intellectual growth.

In conclusion, while UPI exhibits many positive aspects in line with the ESG, particularly in its assessment variety and commitment to OBE principles, the university should strongly continue to refine its practices to fully achieve a student-centred approach. Expanding feedback



mechanisms, updating syllabi, enhancing portfolio-building opportunities, and strengthening doctoral supervision will help UPI align more closely with European Standards for quality assurance in higher education.

### 3.3 Conclusion

The criterion is **fulfilled**.

#### Findings:

**Recommendation:** To ensure a proactive student body, UPI should make appropriate efforts to support students from in the early student life cycle and with recurring efforts.

## 4 ESG Standard 1.4: Student admission, progression, recognition, and certification

**Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.**

### 4.1 Implementation

#### Admission

Student admission at UPI is organized through a systematic process. For most master program applicants, a bachelor's degree (S1) or equivalent from an accredited study program and/or higher education with a cumulative grade point average (GPA) of at least 2.75 is required. For doctoral program applicants, a master's degree (S2) or equivalent from an accredited study program and/or higher education with a GPA of at least 3.00 is required.

Applicants are required to submit their final diploma and transcripts of education, a statement of assignment/permission of the employer, and a research plan for doctoral applicants. Registrants are required to register online through the designated website, where they can choose the study programs and receive an application number along with information on the amount of the registration fee to be paid.

If a selection test is required, these could be academic potential tests, English language tests, interviews, and specific material tests in accordance with the scientific field of the study program concerned.

#### Progression

Student learning progress is monitored through academic supervision, which is reviewed at the end of each semester with a ratio of academic supervisors to the student population of 1:4. Academic supervision can be done face-to-face and/or online, depending on individual circumstances.



The individual students' progress is monitored through qualification exams that students can take after completing a certain number of credits. The minimum requirement for passing the qualification exam is a qualifying test score of 3.00. Students who are completing theses or dissertations are guided by academic supervisors and undergo an oral defence examined by a board of reviewers. The quality of the thesis and dissertation is tested through several stages of examination.

Academic advisors provide ongoing guidance to students, focusing on study planning, problem handling, and study completion. This guidance is aimed at ensuring that students are making progress and addressing any challenges they may encounter. The study program also monitors the development of thesis/dissertation writing every semester, ensuring that students are on track with their research and writing process.

### **Recognition**

UPI implements clear and standardized procedures for the recognition of modules and credits, in line with international requirements and the national regulations of the Indonesian Ministry of Education. UPI ensures that credits earned by students are transferable within national institutions and internationally, supporting student mobility and academic progression with its partner universities.

Through participation in academic exchange programs and partnerships with international institutions, UPI facilitates the recognition of learning outcomes and credit transfer for students. Detailed information regarding the recognition of prior learning is provided for each program, ensuring transparency in the assessment of credits. To do so, UPI follows a structured certification process, where grades, modules, and qualifications are officially documented in academic transcripts. This guarantees that students' academic achievements are recognized in accordance with international standards, increasing academic progression and employability.

### **Certification**

UPI also ensures a structured and transparent certification process that aligns with international standards based on national regulations. Upon completion of their studies, students receive official academic transcripts (e.g. Diploma supplements) that document their grades, completed modules, and qualifications. These transcripts are issued in accordance with the national credit system, also ensuring the most possible compatibility with international academic requirements.

UPI's certification process provides clear and verifiable documentation of each student's academic achievements, which is recognized nationally and internationally. This certification



supports the students' academic and professional mobility, enabling them to pursue further education or career opportunities with validated and internationally recognized credentials.

#### **4.2 Assessment**

The programs have received a growing number of students over the past years, with a stable ratio of acceptance and a high level of success. The general admission process is easily accessible on UPI's website and can be seen as very important for the general approach of internationalization. Once students are enrolled, they are supported by various systems (on- and offline) which have been established for the students not to left alone with difficulties. The monitoring and support of students' progression are very well integrated into the academic framework. The recruitment of PhD-students is more selective compared to bachelor and master programs and follows a very clear process. Prospective students register through a system, take a test and pass an interview. While the choice of the supervisor, and the possibility to have a co-supervision, remains unclear, it could be noted that students complete their studies in 5 years against 8-10 years previously, which is a very positive development within the past few years. Such progress suggests that the supervision process is adequate. In both cases, the recognition of the students' skills and knowledge is based solely on the students' score (GPA). Because learning outcomes are more concrete in terms of knowledge and skills acquisition and may be used by students on the job market, it could be useful to have a document listing them as part of the certification. Learning outcomes could be stated precisely and not in a general way, to allow a quick recognition of their value by the different stakeholders, especially in the industry. Equally important is the setting up of a procedure to ensure that potential conflicts between students and supervisors can be handled independently, without endangering the completion of the study.

#### **4.3 Conclusion**

The criterion is **fulfilled**.

### **5 ESG Standard 1.5: Teaching staff**

**Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.**

#### **5.1 Implementation**

UPI follows a structured and transparent system for the recruitment, placement, and management of its teaching staff, which emphasizes the importance of qualified, competent, and well-managed academic personnel. UPI ensures that its processes meet national regulations and institutional policies to uphold a high standard of education.



The recruitment of lecturers at is governed by a set of clear policies based on the Rector's Decrees and national laws. These guidelines ensure a transparent and fair process for selecting qualified individuals to serve in master and doctoral programs. The recruitment mechanism aligns with UPI's strategic plan, ensuring that staffing decisions meet the needs of the main institution.

Lecturer qualifications are decided by academic, administrative, and personality requirements. Academically, lecturers are required to hold a Doctoral degree (PhD or equivalent) in a relevant field of study, demonstrate academic potential, and possess proficiency in oral and written English. Additionally, lecturers must meet administrative requirements, including holding the necessary functional academic positions and obtaining approvals from their supervisors and university authorities. Personality requirements include a commitment to institutional policies, responsibility in fulfilling teaching duties, and adherence to ethical standards, particularly with regard to intellectual property rights.

Lecturer positioning decisions consider the lecturer-to-student ratio, the specific academic needs of study programs, and the alignment of lecturers' expertise with the courses offered. The head of the study program is responsible for proposing semester schedules, ensuring that the right lecturers are assigned to teach the appropriate courses.

The teaching load for lecturers is decided based on their structural positions within the university. Senior administrators, such as Deans or Vice Rectors, have reduced teaching loads to balance their administrative responsibilities. Lecturers without administrative duties may teach up to 10 courses or groups per semester. Retired lecturers are also permitted to teach, with a maximum of eight courses or groups assigned to them. UPI ensures that the management and development of its academic staff are aligned with the university's Vision, Mission, and strategic objectives. The institution regularly reviews its human resource needs, including planning for future retirements and adjusting staffing requirements accordingly. This forward-looking approach helps maintain a sustainable and high-quality teaching workforce.

The recruitment, placement, and dismissal of staff follows established university regulations, with clear processes in place to handle these aspects of employment. Lecturers and staff are managed under national civil servant (PNS) regulations and university-specific policies for non-PNS employees. This system ensures that the university can make staffing decisions that support its long-term goals and uphold high standards for education.

UPI's policies for recruiting, placing, and managing its teaching staff are designed to ensure that the institution is staffed with highly qualified and competent personnel. By adhering to well-defined procedures and aligning with national and institutional guidelines, UPI maintains its commitment to providing high-quality education. This structured approach supports the university's overall mission and ensures that teaching staff can effectively contribute to the achievement of its academic objectives.



## 5.2 Assessment

UPI has several strengths and areas of excellence when it comes to its teaching staff. Not all but most of the staff must hold advanced degrees, often from prestigious institutions in Indonesia and internationally, such as those in Australia, the USA or within the ASEAN countries. This diverse academic background enriches the teaching environment, offering students exposure to a broad range of specializations, including interdisciplinary fields. These specializations enhance the relevance of the curriculum by linking theoretical linguistics to real-world applications. Such partnerships not only improve research but also create practical learning opportunities for students, encouraging a direct connection between academic theory and professional practice.

The lecturers demonstrate a strong commitment to teaching and research, as confirmed through interviews with students who provided highly positive feedback. Students consistently praised their lecturers for being approachable, accessible, and supportive, highlighting their willingness to engage outside of class via platforms like WhatsApp. This active engagement contributes to a positive learning environment where students feel supported and constantly challenged with new insights and knowledge in the way that they can manage the best, even with difficult topics.

The academic achievements of the teaching staff further underline their competence. Many are recognized at national and international levels, publishing research in respected journals and contributing to the academic community. Moreover, the staff participate in continuous professional development, attending workshops and seminars, particularly those led by international visiting professors. This ongoing development ensures that lecturers remain at the forefront of research and pedagogical advancements, particularly in areas like research ethics, publication practices, and grant management.

Students benefit from early exposure to critical and interdisciplinary perspectives. This is an important aspect of the programs, as it raises a deeper understanding of current research trends and interdisciplinary approaches.

However, while the lecturers demonstrate a strong commitment to student engagement and development, it is important to ensure that such efforts are consistently integrated into formal feedback mechanisms. Regular student feedback, while informally sought by lecturers, should be systematically used to improve teaching methods and enhance the learning experience across the board. Nevertheless, UPI states high-quality education, engaging in ongoing professional development, and maintaining strong connections between academia and professional practice. Their interdisciplinary expertise, active research participation, and willingness to support students contribute significantly to the academic success of the programs.



### 5.3 Conclusion

The criterion is **fulfilled**.

#### Findings:

**Recommendation:** Internal staff should be trained to handle students with disabilities so that they can participate in classes and, if necessary, have a special contact person.

## 6 ESG Standard 1.6: Learning resources and student support

**Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

### 6.1 Implementation

Learning resources and student support are directly provided by the University. The procurement of university-owned facilities and resources is financed through BO-PTN (Operational Costs of State Universities), adhering to regulations set by the Ministry of Education, Culture, Research, and Technology. These funds are used by UPI for major infrastructure investments and supporting study programs, including purchasing learning aids such as computers, laptops, books, and facilities like air conditioning.

Additionally, student tuition fees, managed according to UPI's Annual Budget Work Plan (RKAT), also contribute to learning resources and student support. Tuition fees at UPI range from IDR 500,000 to IDR 7,000,000 per semester, based on parental income calculated through the Single Tuition Fee (UKT) system. Each study program's annual budget from the university varies yearly based on student enrolment numbers, determining available facilities and learning resources.

### Buildings and Physical Resources

The buildings are comprehensive for all facilities and distributed and designed to meet specific academic and administrative needs. The division of space into classrooms, administrative offices, and specialized rooms such as language labs, podcast rooms, and microteaching areas reflects a thoughtful allocation of resources to enhance teaching and learning. The buildings include dedicated learning spaces for various programs, equipped with modern tools such as smart classrooms and practice rooms. Specialized facilities, such as language laboratories, tailored to the needs of diverse language programs including Indonesian, German, Japanese, French, Arabic, and Sundanese. The provision of flexible learning environments, including hybrid learning options via free Zoom meeting facilities, supports a more dynamic and accessible educational approach. Micro-teaching labs as a means of personal development and coaching for the practitioner as a prospective teacher, developing and coaching the professional skills and/or skills of education of the practitioners in school,



and preparing the practitioner before joining the Professional Teaching Training Program (PPL) especially for the specific degrees.

### **Learning Facilities and Library**

UIN provides a range of academic support facilities that are essential for ensuring quality learning experiences. The reading rooms and study areas for students promote academic research and independent learning, which is crucial for higher education as seen here. The availability of virtual classrooms and hybrid learning setups allows for flexibility in the learning process, particularly beneficial in nowadays evolving educational landscape where online and blended learning are becoming increasingly common.

The library is well-facilitated and located in a separate building to ensure independent learning possibilities and group activities for all students.

### **Student Support and Supplementary Facilities**

UIN provides holistic support beyond academic facilities. The provision of prayer rooms, canteens, gardens with reading areas, and parking ensures that students' personal and social needs are met. These facilities contribute to a supportive environment conducive to academic success and personal well-being. Dormitories are provided for male and female students spread across the main campus and regional campuses. Different kinds of scholarships are offered to support students with special needs or circumstances. The scholarships are only provided to Indonesian students and cover all kinds of costs during the individual study period. The Student Activity Center (PKM) is another place to develop the managerial creativity skills of students to accommodate student activities.

### **Internet and Digital Access Points**

The availability of free internet facilities throughout the buildings further enhances learning and research, allowing students and staff to stay connected and access digital resources easily.

## **6.2 Assessment**

Because the accreditation procedure could only be conducted online with no real access to the learning resources, the experts' group could only transport a general feeling for the resources that might be missing on campus. However, outstandingly positive are the efforts of the library providing for many research and academic needs and functioning as a glue for the various fields. Books and literature necessary for classes seem to be provided adequate.

As for students' assistance and especially students with special needs, the university staff is trying their best to support these specific needs. Unfortunately, there is yet no institutionalized



system where students are being supported on every level of administration and academia. The university is strongly encouraged to elaborate such a plan for the further inclusion of a heterogeneous student body.

Student mobility and internationalization as part of the academic exchange is one of the key factors in the programs to ensure a positive long-term development in the programs, yet only very few students take the chance to go abroad or are engaged in international relations to other HEI via internships or exchange semesters outside of Indonesia. This could be improved by UPI. Therefore, UPI-students could be pro-actively addressed to take the opportunity for a semester or two and stay abroad if possible. This would directly benefit the internationalization strategy of UPI in the short and long term.

### 6.3 Conclusion

The criterion is **fulfilled**.

## 7 ESG Standard 1.7: Information management

**Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.**

### 7.1 Implementation

UPI implemented a comprehensive information management system to support its governance, academic, and administrative processes. This system is integrated into various university activities, ensuring efficient management and monitoring of educational, research, and community service functions.

UPI's planning documents consist of a long-term development plan (RPJP) for 35 years (2016-2040), a Strategic Plan (Renstra) adjusted every five years, annual Key Performance Indicators (KPI), and Annual Work Plans and Budgets (RKAT) for each unit. The KPI are aligned with the strategic plan and long-term development plan and follow national, local and international policies and standards. UPI uses this integrated information system to support the process of planning, managing, and evaluating education and institutional activities.

The information system infrastructure includes platforms such as SIAK (Academic Information System) for student-related academic activities, SISTER (Integrated Resource Information System) for faculty performance management, and a financial management system (SIKU) that oversees planning, usage, and reporting of funds. The information systems enable real-time monitoring of student academic activities, lecturer performance, and institutional achievements, all connected through centralized data centres accessible via e-plan and e-reporting systems.



Regular evaluations of performance targets and quality standards are carried out, including through Internal Quality Audits (AMI) and the monitoring of RKAT implementation via online platforms. UPI also conducts satisfaction surveys to gather feedback from stakeholders (students, lecturers, alumni, administrative staff, etc.), which are then used for continuous improvements. The institution's quality standards are setup and ensure that the dissemination of information is appropriately managed, and that only authorized personnel have access to specific information, ensuring data security and confidentiality.

In addition, UPI carries out tracer studies to monitor graduate employment and income levels post-graduation, in line with national KPI standards. The information management system also supports decision-making processes, curriculum development, and student services improvement by analysing data collected from various academic and administrative processes. The coordination and management of UPI's integrated information systems have been key to maintaining effective academic processes, achieving performance targets, and improving the overall quality of education and services provided by the university.

## 7.2 Assessment

UPI collects a wealth of information for the individual study programs. These are considered to be embedded in different national and international quality management and accreditation systems. Quality assessment and improvement also appears to assume high priority in UPI's development strategy. UPI strives to define tangible quality indicators against which they measure the actual performance of each program not only in comparison to other study programs at UPI but also over time. To this end, UPI makes good use of digital means and seems to sample all the typical data required by current quality management systems.

Students and staff are central in the data collection process, however the strong focus on quantitative data risks to neglect potentials for improvement that are based on qualitative data and informal processes that are not taken into account in a systematic way yet.

Although alumni are considered to be important stakeholders and the self-assessment report refers to regular tracer studies concerning alumni including individual examples of their success in the labour market, there seem to be no systematic data on the alumni career paths, which admittedly may be difficult to gather.

## 7.3 Conclusion

The criterion is **fulfilled**.



## 8 ESG Standard 1.8: Public information

**Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.**

### 8.1 Implementation

UPI ensures that public information is accessible through multiple platforms sticking to the principles of transparency and accountability. Public information services, online and offline, are overseen by designated authorities, particularly the Information and Documentation Management Officer (PPID). The infrastructure for public information and the online learning system is managed by the Directorate of Information Technology and Communication (TIK). UPI's website serves as the primary platform for disseminating information to the public, including students, staff, the community, and other external stakeholders. The website provides transparent and comprehensive details on university activities, services, and programs. Additionally, the platform offers performance reports on various internal audits, further emphasizing transparency.

Internally, communication occurs through various means, including general meetings with faculty members, limited coffee morning sessions with department heads, and academic discussions during lectures and seminars. Information dissemination is further supported by digital tools, such as faculty and department-specific websites, which provide updates on events, activities, and academic programs. Social media platforms like Instagram and Facebook, as well as physical postings on campus, ensure that information reaches the entire academic community.

Each academic unit, including faculties and departments, maintains dedicated websites to provide updates on their respective activities and achievements. These websites are designed to provide the information needed of internal stakeholders and the public, offering details on academic offerings, accreditation status, alumni testimonials, and student activities.

### 8.2 Assessment

UPI provides necessary program-related information across various platforms, including its general website, department-specific websites, and social media accounts like Instagram or Facebook. While essential information about the programs and activities is available in Indonesian and English, its accessibility and completeness present some challenges, particularly for non-Indonesian speakers. Despite knowing that not all information is mainly available in English, regular updates are made to include most needed information on program developments, selection criteria, and student opportunities, ensuring timely access to important data. UPI could show that there is constant development in the management of content on the official website, especially when identifying error pages and broken links, especially to program-specific information, which were creating barriers for its users. Social



media engagement, particularly on platforms like Instagram, is another area where improvement could benefit the overall visibility. The content shared is sometimes scarce or outdated, with minimal activity or follower interaction, diminishing its effectiveness as a tool for public information dissemination. The experts still see the effort and know that keeping track could sometimes be very challenging. They also see the engagement to have public days on campus with the opportunity to have a face-to-face interaction with students and the teaching staff of the individual programs.

Internally, UPI has established multiple password-protected systems for students, staff, and other stakeholders. There are six separate systems for students alone, designed to provide secure access to various types of information. These systems are well-documented in the university's self-assessment report and seem to meet modern digital requirements, yet they cannot be fully assessed without the necessary login credentials. Although some of these systems feature single sign-on functionality, their integration appears to be limited, with certain systems even lacking functional login pages at the time of review. Overall, while UPI has made significant efforts to provide accessible and transparent information about its programs, there are areas where accessibility, integration, and the timeliness of updates could be improved to better meet the needs of local and international users.

### **8.3 Conclusion**

The criterion is **fulfilled**.

## **9 ESG Standard 1.9: On-going monitoring and periodic review of programs**

**Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.**

### **9.1 Implementation**

The Internal Quality Assurance Unit (SPMI) is established and appointed by UPI to primarily ensure the input and output quality maintenance and improvement in the academic, administrative and management aspects at the university level. The organisational structure and its duties are specified and explained in the UPI Rector's Regulation in 2020. The implementation of quality assurance at UPI adopts the PPEPP pattern (standard setting, standard implementation, standard evaluation, standard control and continuous improvement). At the faculty level, the Quality Control Unit (SKM) is assigned by the Dean's instructions and coordinating with the head of the study program in quality assurance. While at the study program level, it is the Quality Control Group (GKM) that controls the quality assurance system.



Through SPMI, UPI conducts an evaluation process of the quality achievement of each study program institutionally through Internal Quality Audit (IQA) activities. The performance achievement of the study program is reported periodically to the university in September to October each year.

To ensure quality, the study programs undertake a comprehensive curriculum review, every five years and periodic syllabus reviews at the beginning of each semester. Lecture monitoring is enhanced using lecture minutes, ensuring student involvement. Attendance policies require a minimum of 80% attendance for course evaluation. Students evaluate lectures at the end of each semester via questionnaires. Continuous guidance is provided by academic supervisors, focusing on study planning and completion. Performance achievement reports are prepared, followed by internal audits and management reviews for corrective actions and continuous improvement.

The implementation is further supported by documents such as the UPI Quality Policy, Quality Manual, and Quality Standards. These documents guide the development of curriculum, improvement of student services, research outputs, and academic collaborations. External reviews, such as those conducted by BAN-PT and adherence to ISO 9001:2015, complement internal reviews, ensuring that UPI maintains high standards of education.

With this quality assurance activities ensure ongoing alignment with national and international benchmarks, aiming for continuous improvement and meeting stakeholder expectations while striving for international recognition.

## **9.2 Assessment**

UPI collects a variety of data, especially on course evaluation by students, which show an encouraging degree of satisfaction with the program management in general but are sometimes incomplete for more affective criteria. Results of the different student questionnaires and feedback from alumni have led to corrective actions in all of the programs over the last years. The impression that UPI has implemented a working quality improvement system and is successfully integrating all its stakeholders in its attempt for excellence has been validated during the accreditation process by the discussion rounds with academic and administrative staff as well as with the students, who feel that they are listened to and can influence the development of the study programs.

It is not clear, however, if and how the results of the corrective actions due to students' remarks or complaints are communicated as such. Some doubts also subsist concerning the necessary program adaptation to changing labour market demands and societal needs. Though the alumni network is regularly mentioned in this regard, due to a lack of alumni career data and tangible examples their impact on program development remains more or less vague. Maybe there is an over-reliance on questionnaires rather than explore complementary feedback



methods and rely on moderated focus groups that bring together all stakeholders for a program together.

### **9.3 Conclusion**

The criterion is **fulfilled**.

#### **Findings:**

**Recommendation:** Implement student satisfaction surveys and workload assessments in the evaluation process to streamline the given workload over the semesters.



## 10 ESG Standard 1.10: Cyclical external quality assurance

**Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.**

### 10.1 Implementation

All programs at UPI must undergo an accreditation by the National Accreditation Board for Higher Education (BAN-PT), which is the national accreditation body for higher education institutions in Indonesia.

Based on the Higher Education National Standards, UPI established a quality policy aimed at achieving predetermined quality standards or objectives and continuous quality improvement. The implementation of quality assurance is carried out to obtain quality education based on the university database. In accordance with the official requirements, the SPS is in line with the objectives of the quality policy, namely planning, achieving, maintaining, and improving the quality standards or objectives of the SPS in a sustainable manner, as well as satisfying the needs of the relevant stakeholders. In the long term, UPI quality assurance is carried out to realize the vision of UPI.

At the national level, BAN-PT is responsible for overseeing the quality assurance of non-educational study programs, while educational study programs are overseen by the Educational Independent Accreditation Agency (LAMDIK). Accreditation of BAN-PT and LAMDIK are conducted every five years involving stages of preparing self-evaluation reports, sending reports, and visitation by reviewers.

To achieve the goal of quality assurance, UPI designs and implements a quality assurance strategy that refers to the quality assurance guidelines set by the Directorate General of Higher Education, Ministry of Education and Culture. UPI's quality assurance is coordinated by the Rector of UPI through SPM. The UPI quality assurance strategy includes: (1) Develop a UPI quality assurance system and its implementation tools; (2) Building and or increasing the commitment of UPI leaders and all work units to carry out quality assurance for every activity it organizes in accordance with the UPI quality assurance system and its implementation model; (3) Establish goals or quality standards for UPI and work units within UPI for each quality period; (4) Designing the organization and working mechanism of UPI quality assurance and implementing it consistently; (5) Identify activity units for each quality item at each stage in the UPI business process, as well as determine activities whose quality is guaranteed. UPI determines and formulates quality standards through a systemic analysis of the components of the higher education delivery system which includes input, process, output, and impact. Quality assurance activities at UPI are carried out with reference to the University's quality guideline. This guideline was also formulated considering national laws concerning internal auditors, external auditors, and quality assurance, which emphasizes: (1) University leadership carries out quality assurance to meet standards that apply nationally and/or



internationally; (2) Quality assurance is carried out on an ongoing basis by all academic, administrative, business and supporting elements of the University under the coordination of the SPM; (3) The institutional structure, main tasks, functions and authorities of the SPM as referred to regulated by a Rector's Regulation; (4) The success of quality assurance is stated in the value of accreditation and the absorption of graduates by stakeholders; (5) Compulsory accreditation for each element of academic implementation carried out by the relevant accreditation body, national and international.

## 10.2 Assessment

The external quality assurance of UPI is covered by different accreditations of national organizations in the past and is checked now in this accreditation for the study programs according to international standards. Also, different kind of standards are considered and published in the Quality Management Policy and Quality Management Manual. That means, that the different organization levels and status groups are covered within the accreditation procedure. The Quality Assurance itself is regulated in its processes within the university. Quality Assurance is covered within the evaluations and the external check is done with the accreditation itself. The relevant information that shows Quality Assurance to outside stakeholders can be found on the website and in the Quality Management Manual and other documents across different platforms. Therefore, this information can be found transparent in a sufficient way.

According to the feedback and results from different national and international accreditation procedures, UPI is motivated to follow-up the given recommendations to be included into the next re-accreditation procedure. That (e.g.) includes the documentation for the study programs. The improved documentation will be used for further development of the study programs. The university has holistic and stable quality management and quality system, which will be improved continuously. Currently, no further actions need to be taken to improve the optimization process for this criterion.

## 10.3 Conclusion

The criterion is **fulfilled**.



## IV Recommendation to the Accreditation Commission of ACQUIN

### 1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programs „Bachelor in Special Education“ (BSED), „Bachelor in Psychology“ (BPSY), „Bachelor in Elementary School Teacher Education“ (BEST), „Master in Educational Psychology“ (MPEP), „Master in Guidance and Counselling“ (MPGC), „Doctor in Guidance and Counselling“ (DPGC) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations for doctoral programs, and the national relevant regulations.

The expert group concludes that the **ESG standards 1.1** (Policy for quality assurance), **1.2** (Design and approval of the program), **1.3** (Student-centred learning, teaching and assessment), **1.4** (Student admission, progression, recognition and certification), **1.5** (Teaching staff), **1.6** (Learning resources and student support), **1.7** (Information management), **1.8** (Public information), **1.9** (On-going monitoring and periodic review of programs) and **1.10** (Cyclical external quality assurance) **are fulfilled**.

The assessment criteria are as follows:

**Standard 1.1 Policy for quality assurance:** Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

**Standard 1.2 Design and approval of programs:** Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.



**Standard 1.3 Student-centred learning, teaching and assessment:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also considered when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.4 Student admission, progression, recognition and certification:** Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

**Standard 1.5 Teaching staff:** Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

**Standard 1.6 Learning resources and student support:** The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

**Standard 1.7 Information management:** Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

**Standard 1.8 Public information:** Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.



**Standard 1.9 On-going monitoring and periodic review of programs:** Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

**Standard 1.10 Cyclical external quality assurance:** Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

**National criteria:** if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately considered.

### **Salzburg Recommendations:**

UPI has demonstrated their commitment to aligning with the Salzburg Recommendations in the stated Doctoral programs. UPI emphasizes doctoral education quality and raising an innovative research environment. The institution actively promotes interdisciplinary research and supports doctoral candidates through structured programs, ensuring alignment with European standards. However, challenges remain in enhancing international collaboration and increasing access to diverse funding sources. UPI is encouraged to strengthen its infrastructure for doctoral training, provide comprehensive supervision, and enhance career development opportunities. Continuous efforts in these areas will further elevate the university's academic standards and contribute to the global research community.

## **2 Accreditation Recommendation**

The peer-review experts recommend **accreditation without conditions**:

### **General conditions:**

None

### **Specific conditions:**

None



**General recommendations:**

**Recommendation 1:** ECTS credits should be balanced more evenly to align with the European system. This could be streamlined with partner universities from Europe to ensure the required workload fits well with the national requirements in Indonesia

**Recommendation 2:** Students English proficiency should be improved at all levels (faculty staff, teaching staff) and in all programs in the long term to ensure international visibility of the programs.

**Recommendation 3:** To ensure a proactive student body, UPI should make appropriate efforts to support students from in the early student life cycle and with recurring efforts.

**Recommendation 4:** Internal staff should be trained to handle students with disabilities so that they can participate in classes and, if necessary, have a special contact person.

**Recommendation 5:** Implement student satisfaction surveys and workload assessments in the evaluation process to streamline the given workload over the semesters.

**Recommendations for specific study programs**

**Recommendation 6 (MPEP):** With regards to the outcomes of the program it would be beneficial to strengthen the focus on a) learning disorders as the integration of a clinical and neuropsychological perspective; b) adolescence with a greater focus on the age range between 10 and 18 years of age and c) cognition and digital learning methods amongst all students in the MPEP program.



## **V Decisions of the Accreditation Commission of ACQUIN**

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 05 June 2025:

### **General recommendations for all study programmes:**

- ECTS credits should be balanced more evenly to align with the European system. This could be streamlined with partner universities from Europe to ensure the required workload fits well with the national requirements in Indonesia.
- Students English proficiency should be improved at all levels (faculty staff, teaching staff) and in all programs in the long term to ensure international visibility of the programs.
- To ensure a proactive student body, UPI should make appropriate efforts to support students from in the early student life cycle and with recurring efforts.
- Internal staff should be trained to handle students with disabilities so that they can participate in classes and, if necessary, have a special contact person.
- Implement student satisfaction surveys and workload assessments in the evaluation process to streamline the given workload over the semesters.

### **Bachelor Program in Special Education (BSED)**

**The study programme "Bachelor Program in Special Education (BSED)" is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**

### **Bachelor Program in Psychology (BPSY)**

**The study programme "Bachelor Program in Psychology (BPSY)" is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**

### **Bachelor Program in Elementary School Teacher Education (BEST)**

**The study programme "Bachelor Program in Elementary School Teacher Education (BEST)" is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**

### **Master Program in Guidance and Counselling (MPGC)**

**The study programme "Master Program in Guidance and Counselling (MPGC)" is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**

### **Doctoral Program in Guidance and Counselling (DPGC)**

**The study programme " Doctoral Program in Guidance and Counselling (DPGC)" is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**



**Master Program in Educational Psychology (MPEP)**

**The study programme "Master Program in Educational Psychology (MPEP)" is accredited without any conditions.**

**The accreditation is valid until 30. September 2030.**

The following recommendations are given for the further development of the study programme:

- With regards to the outcomes of the program it would be beneficial to strengthen the focus on a) learning disorders as the integration of a clinical and neuropsychological perspective; b) adolescence with a greater focus on the age range between 10 and 18 years of age and c) cognition and digital learning methods amongst all students in the MPEP program.

