ACQUIN
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INSTITUT

Accreditation Report

Program Accreditation of

Universitas Pendidikan Indonesia – The Education University

Bachelor of Electrical Engineering

Bachelor of Civil Engineering

Bachelor of Logistics Engineering

Bachelor of Mechanical Engineering Education

Bachelor of Automotive Engineering Education

I Procedure

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Attendance by ACQUIN office: Clemens Bockmann, Robert Raback

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Peer review experts:

- **Professor Dr.-Ing. Dr. h. c. Hubert Roth,** Professor and Head of the Chair of Control Engineering in the Department of Electrical Engineering and Computer Science at the University of Siegen Managing Director of the "Centre for Development Studies and Knowledge Transfer" (ZEW), University of Siegen
- **Professor Dr.-Ing. Dr. phil. Rolf Küster**, Professor for Computer Science/Digital Media Design at Luebeck University of Applied Sciences, Department of Electrical Engineering and Computer Science
- **Professor Dr.-Ing. Frank Faßbender,** Professor for Automotive Engineering, University of the Federal Armed Forces Munich, Institute for Automotive Engineering and Mechanics
- **Professor Dr.-Ing. W.-D. Lehner,** Vice Dean, Professor and Head of the Automation Technology and Production Informatics program, University of Applied Sciences Esslingen
- **University professor Ing. Mag. Dr. rer.soc.oec Herwig Winkler**, Professor and Head of Industrial Engineering and Management, Chair of Production Management Institute for Lightweight Construction and Value Chain Management at Brandenburg University of Technology Cottbus-Senftenberg (BTU)
- **Professor Dr. Yasmina Bock**, Professor of Mechanical Engineering at University of Applied Sciences Engineering and Business Berlin

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- **Professor Dr.-Ing. Lutz Gaspers**, Vice-Rector Studies and Teaching and Professor for Mobility and Transport, Technical University of Applied Sciences Stuttgart
- **Professor Dr. rer. nat. Oliver Kornadt**, Professor for Building Physics, Rhineland-Palatinate University of Technology Kaiserslautern-Landau
- **Fred Härtelt**, Bosch Engineering GmbH, BEG Quality Management and Methods (BEG/QMM), Process Management
- **Niko Kron,** Masterstudent Environmental Sciences, Specialization Environmental Modeling & Data Science (M.Sc.) at Albert-Ludwigs-University Freiburg

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 considered

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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 denominationally 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.

Both 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's 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 is 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 the country 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 (UPI) 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's 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 1000 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

Faculty of Technical and Vocational Education (FPTK)

The FPTK serves as an integral part of the university's mission to provide high-quality education in the field of technical and vocational studies. The faculty offers a variety of academic programs designed to meet the needs of students pursuing careers in technical and vocational education and related industries.

FPTK offers undergraduate, postgraduate, and diploma programs in various disciplines, including Mechanical Engineering, Electrical Engineering, Civil Engineering, Automotive Engineering, and Information Technology. The programs are structured to provide students with a balance of theoretical knowledge and practical skills, preparing them to respond to the demands of the industrial and technical sectors. The study programs are developed to reflect the advancements in technology and industrial practices, ensuring that students are equipped with the necessary competencies.

In addition to academic programs, FPTK emphasizes the integration of practical training through collaborations with different industries and vocational training institutions. These partnerships facilitate internships, on-site training, and industry-linked projects, allowing students to gain practical experience during their studies. These activities aim to strengthen students' professional readiness by exposing them to real-world industrial environments.

The faculty plays an active role in research and development in the field of technical and vocational education. Research conducted by FPTK focuses on topics related to vocational education, technology, and workforce development, with an emphasis on national and international trends. FPTK’s research centres and academic departments are involved in various projects aimed at enhancing the quality and effectiveness of technical education in Indonesia.

FPTK further contributes to community engagement through the organization of workshops, seminars, and training sessions. These activities aim to improve the standards of vocational education across Indonesia by providing professional development opportunities for educators and trainers in the technical field. The faculty’s outreach programs are designed to maintain knowledge sharing and capacity building, supporting broader national objectives in improving vocational training and education.

3 General information on the study programs

3.1 Bachelor of Electrical Engineering (EE)

Location	Main campus, Bandung, Indonesia
Year of introduction	2006
Faculty/ department	Faculty of Technical and Vocational Education (FPTK)
Standard period of study	4 years
Number of ECTS credits	217,44
Number of study places	80
Number of students currently enrolled	360
Average number of graduates per year	53
Target group(s)	
Form of study	Full-time
Tuition fee	Rp. 4.074.000 (~ 254 EUR) per semester for Indonesian students, Rp. 10.000.000 (~ 609 EUR) for international students per semester, applicable for intake 2023

3.2 Bachelor of Civil Engineering (CE)

Location	Main campus, Bandung, Indonesia
Year of introduction	2006
Faculty/ department	Faculty of Technical and Vocational Education (FPTK)
Standard period of study	4 years
Number of ECTS credits	229,42
Number of study places	84
Number of students currently enrolled	349
Average number of graduates per year	53
Form of study	Full-time
Tuition fee	Rp. 4.074.000 (254 EUR) per semester for Indonesian students, IDR 10.000.000 (~ 609 EUR) for international students per semester, applied for intake 2023

3.3 Bachelor of Logistic Engineering (LE)

Location	Main campus, Bandung, Indonesia
Year of introduction	2020
Faculty/ department	Faculty of Technical and Vocational Education (FPTK)
Standard period of study	4 years
Number of ECTS credits	236
Number of study places	90
Number of students currently enrolled	205
Average number of graduates per year	-
Form of study	Full-time
Tuition fee	Rp. 4.074.000 (254 EUR) per semester for Indonesian students, IDR 10.000.000 (~ 609 EUR) for international students per semester, applicable for intake 2023

3.4 Bachelor of Mechanical Engineering Education (MEE)

Location	Main campus, Bandung, Indonesia
Year of introduction	January 1963
Faculty/ department	Faculty of Technical and Vocational Education (FPTK)
Standard period of study	4 years
Number of ECTS credits	236,52 for Production Design and Production, and 239,76 for Refrigeration and Air Conditioning
Number of study places	80
Number of students currently enrolled	426
Average number of graduates per year	70 students/year (in the last 5 years)
Form of study	Full-time
Tuition fee	Rp. 4.074.000 (254 EUR) per semester for Indonesian students, IDR 10.000.000 (~ 609 EUR) for international students per semester, applicable for intake 2023

3.5 Bachelor of Automation Engineering Education (AEE)

Location	Main campus, Bandung, Indonesia
Year of introduction	April 2019
Faculty/ department	Faculty of Technical and Vocational Education (FPTK)
Standard period of study	4 years
Number of ECTS credits	240
Number of study places	70
Number of students currently enrolled	132
Average number of graduates per year	-
Target group(s)	
Admission requirements	
Form of study	Full-time
Tuition fee	Rp. 4.074.000 (254 EUR) per semester for Indonesian students, IDR 10.000.000 (~ 609 EUR) for international students per semester, applicable for intake 2023

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 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 General Information

The study programs at UPI have mechanisms in their formation as regulated in Minister of Education and Culture Republic of Indonesia Regulation No. 7 of 2020. The purpose of establishing a study Program is based on market needs, therefore involving various stakeholders including experts from the relevant industry according to their expertise, associations related to the field of expertise, curriculum experts, and policy stakeholders. This effort is made to provide various reference points from internal and external experts. The curriculum development is adjusted to the needs of the industry. The formulation of learning outcomes is centred around Outcome Based Education (OBE) and adjusted to the industry needs and the Indonesian National Qualification Framework (KKNI) standards for undergraduate Programs, with a minimum level of six. Based on the guidelines for designing study Programs in the study programs.

2.1.2 Bachelor of Electrical Engineering (EE)

The Electrical Engineering Program is one of the study programs under the Department of Electrical Engineering Education at the FPTK UPI. The EE Program was established based under the Electrical Energy Engineering Program in May 2011. The official name of the

program changed from Electrical Energy Engineering to Electrical Engineering Program. The program covers Electrical Energy Engineering and Telecommunications Engineering. Its mission is to produce graduates with a broad perspective, strong character, and high competitiveness at the national level, which is supported by a team of qualified and professional lecturers. The Program boasts a team of permanent lecturers who hold postgraduate degrees from domestic and international institutions, and many are active members of professional associations like IEEE, IATKI, APEI and LPJK.

2.1.3 Bachelor of Civil Engineering (CE)

The Bachelor of Civil Engineering study program at the institution was established through a series of preparations and agreements. It began with the formulation of a vision and mission led by the Department Head and several innovative lecturers in May 2009. The goal was to advance the institution and initiate the establishment of the CE Study Program. The agreement from the Academic Senate was obtained in July 2009, allowing the opening of the CE Study Program. In 2010, the program began accepting the first batch of new students.

The purpose of the CE Program is to train and educate students in the field of civil engineering following KKNI level 6 competencies and a curriculum based on the curriculum of BMPTTSI. The program educates outstanding students to become highly qualified engineers in the field of civil engineering with an internationally recognized educational standard. With teaching support from expert assistants to qualified professors, the CE Program provides a good academic environment for motivated students to express their talents and gain experience at a fast pace.

The goal of the CE Program at FTVE UPI is to produce graduates outstanding in technology and civil engineering based on local potential, aligned with scientific developments in 2029, especially in Southeast Asia. Graduates of the CE study program are expected to have a deep understanding of basic principles in civil engineering, structural engineering, geotechnical engineering, transportation engineering, water engineering, environmental engineering, and construction management. With the advantages of the CE Program at FPTK UPI, international quality, and cooperation with partner universities, graduates with a strong civil engineering background are expected to lead changes that adapt to the local market.

Currently, the CE study program at FPTK UPI implements an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and project-based learning process centred on students. Students are also introduced to various industrial applications in the field of civil engineering. To prepare students who are ready to compete in the job market, the CE study program curriculum is aligned with government programs, namely MBKM and Certified Internships. This program gives students the freedom to study outside the campus, either by

exploring other study programs within and outside the university, or by gaining practical experience in the industrial world.

2.1.4 Bachelor of Logistic Engineering (LE)

The Logistics Engineering program was established on April 13th, 2020. It is one of the programs being developed as a Centre of Excellence for science and technology.

The LE Program has purposes that aligns with the values, mission, vision, and strategies of FPTK and UPI. The purpose is to become an excellent program in the field of logistics engineering at the national level by 2030 and to achieve an international level by 2035.

The Program has a unique advantage as it is the only program that focuses on e-logistics, a rapidly developing field of study in national and international science and technology. This focus is based on national and international developments in the field and is expected to create a system in logistics for both present and future needs.

2.1.5 Bachelor of Mechanical Engineering Education (MEE)

The Bachelor of Mechanical Engineering Education study program was founded in 1963 at the FIP. The Program initially offered three concentrations: PTPP, MEE, and RTU. Since 2018, AEE has been a separate study program, so the Mechanical Engineering Education Study Program currently consists of PTPP and RTU.

The study program aims to hold a leading position and become a pioneer of renewal and reference in the discipline, producing teachers in Production and Design Engineering Education, Automotive Engineering Education, Refrigeration Engineering Education, and Air Management who can contribute to the development of the nation and state.

The main goal of the Mechanical Engineering Education Study Program is to educate students to become professionals, critical thinkers, innovators, and developers of superior science and technology. The Program prepares graduates to work as educators, research assistants, and entrepreneurs in the field of Mechanical Engineering Education. Graduates can seek employment opportunities in educational institutions such as schools or training and research institutions, or they can pursue entrepreneurship in the field of Mechanical Engineering Education.

2.1.6 Bachelor of Automation Engineering Education (AEE)

The Bachelor of Automation Engineering Education degree was introduced at UPI on April 4th, 2019. This Program started accepting new students in the 2010 Academic Year, with the acceptance process following UPI’s provisions from 2010.

The study Program is designed to help students develop their skills and knowledge. Upon graduation, students are expected to implement the skills and knowledge acquired to compete effectively and enter directly into society and industry or pursue other career choices. The AEE provides complete equipment to help students develop their knowledge through research and extracurricular activities, aiming to become a leading and outstanding study program.

Objectives of the AEE Program are: (1) Producing educators in the field of AEE who fear God Almighty and possess competitive and comparative advantages at national and ASEAN levels; (2) Producing and disseminating research results in AEE, both in educational theory and practice, that are innovative and rooted in local wisdom; (3) Contributing to the community by implementing AEE sciences through beneficial community service activities; (4) Publishing productive and innovative works produced by the automotive engineering education academic community for societal advancement; (5) Developing cooperative partnerships with domestic and international industries, institutions, and educational institutions.

To achieve these objectives, the AEE continuously improves laboratory facilities, including learning media and production machines used by students during practical exercises. Services, systems, and curriculum provided to students are also continually enhanced to improve student quality in industry and education.

2.2 Assessment

2.2.1 General Assessment

UPI proves their strong commitment to nurturing young and experienced talents, preparing them to become or stay leaders and managers in the public and private sectors in Indonesia and the ASEAN countries. The institution actively engages with the industry and public sector through internships and guest lectures, ensuring real-world relevance in its programs. UPI's defined Mission, Vision, Core Values, and Student Core Values have been developed in collaboration with experts, students, and parents, emphasizing the institution's focus on people.

Also, the given documents in the study programs show sufficiency to provide the general information also to international students. Nevertheless, and for the sake of transparency, a mandatory "translation table" for final grades and overarching Credit Points should be implemented, with a reference to the "Educational" section to better classify the qualifications and facilitate recognition. The meaning and translation of the final grades was already discussed during the discussions with members of the management and the programs itself. These could be presented more clearly to ensure more international visibility and strength in Indonesia.

Internships are widely integrated in the student´s achievements, with the flexibility to extend up to one year, significantly enhancing employability. Additionally, the programs fulfill the four Council of Europe purposes of higher education, offering a broad education tailored to Indonesian society and encouraging positive student attitudes through active and constructive learning methodologies.

UPI promotes gender equality effectively, creating positive role models among faculty and students. Although female participation remains lower in the engineering fields compared to other fields, but it is steadily increasing. The teaching infrastructure, methods, and lecturer-student ratio provide optimal conditions for student success and lifelong learning.

2.2.2 Bachelor of Electrical Engineering (EE)

The Electrical Engineering degree program is designed as a bachelor's degree program. The regular study duration is 4 years or 8 semesters and the number of ECTS credits is about 217. In general, the Bachelor's curriculum structure is composed of a core curriculum aimed at developing the main competencies of graduates (approx. 85% of the total credits required for students) and an elective curriculum intended to improve the main competencies (approx. 15% of the total credits required for students). The study program is well integrated into the overall strategy of HEI. External stakeholders are involved in the design of the study program, although this can still be improved at some points and levels.

The objectives and learning outcomes of the study program reflect adequately the requirements from the professional field. The study program EE is at a reasonably high technical and scientific level. The structure and topics in the modules are chosen sensibly. A fairly high level is achieved, especially in the mathematics and physics modules. The curriculum development is adjusted to the needs of the industry. The possible career opportunities for graduates are adequately defined. The program follows the standards set by the Institute of Electrical and Electronics Engineers (IEEE). The expected student workloads are sufficiently defined and transparent.

2.2.3 Bachelor of Civil Engineering (CE)

The Civil Engineering study program has a well-defined implementation process guided by comprehensive documentation such as guidelines for education implementation, curriculum development, and evaluation, including specific technical guidelines for advanced programs. It clearly aligns with the mission of the Higher Education Institution (HEI) and shows a strong enthusiasm to integrating industry demands, particularly through Outcome-Based Education (OBE) and compliance with the Indonesian National Qualification Framework (KKNI).

Overall, the program effectively prepares students for sustainable employment, personal growth, and active citizenship, with a pronounced emphasis on practical knowledge and

application-oriented competencies rather than scientific research. Although this practical focus aligns well with the program's objectives, it results in limited attention to creating a broader advanced knowledge base and raising research innovation. Moreover, there is no clearly defined specialized concentration within the program, potentially limiting opportunities for specialized expertise among graduates that could be formalized and integrated in the future.
The curriculum was partly designed with international collaboration, including contributions from Malaysian universities and the EU-supported CALOHEA project, which highlights the current internationalization approach. Student workload expectations are generally transparent, despite minor inconsistencies noted. Internships are strategically integrated in the eighth semester with a clearly assigned credit value; however, further clarification regarding the support mechanisms provided by Universitas Pendidikan Indonesia would enhance the overall transparency of the program.

2.2.4 Bachelor of Logistic Engineering (LE)

The Bachelor of Logistic Engineering program, launched in 2020, is an eight-semester Bachelor program. According to the program managers, it is aimed at becoming a leading logistics education provider in Indonesia by 2030, with aspirations toward international recognition by 2035. The program uniquely emphasizes e-logistics, aligning with global technological developments and addressing future industry needs. The curriculum is thoughtfully designed, integrating feedback from local companies and student interests. Faculty members bring significant practical experience, and partnerships with local and international companies ensure the program is aligned with industry needs. The learning objectives are interdisciplinary, focusing on producing flexible generalists rather than specialists. This holistic approach includes scientific foundations, language skills, and the ability to adapt to country-specific logistics challenges.
The program’s structure consists of multiple module complexes, blending general courses with specialized logistics education. Diverse didactic methods are employed to ensure the achievement of learning objectives. Additionally, the curriculum emphasizes practical application through a series of practicums and a consultancy project, where students engage in real-world logistics tasks. The thesis can further demonstrate scientific excellence, potentially qualifying for journal publication. The program's robust design enables graduates to take on technical and managerial roles in various sectors, with strong prospects for rapid advancement to management positions. The program is adequately planned, with appropriate workloads and clearly defined learning objectives.
Moreover, the Logistics Engineering program aligns well with the Council of Europe’s requirements for higher education, offering a comprehensive mix of academic, technical, business, and municipal knowledge, enabling graduates to pursue flexible career opportunities

and further qualifications. In terms of program approval, it follows a rigorous process involving coordination at the faculty and university management levels, ensuring alignment with institutional goals and quality standards. A recommendation for improvement is to expand the program's English-language offerings, which would enhance its international appeal and contribute to the university's internationalization efforts. In conclusion, the program is well-structured and poised to become a leading excellence program, with potential for further internationalization through increased English-language content.

2.2.5 Bachelor of Mechanical Engineering Education (MEE)

The Bachelor of Mechanical Engineering Education program aligns effectively with the strategic objectives of UPI, focusing explicitly on preparing professional teachers in the academic engineering field. The program clearly serves regional industrial needs, particularly in Indonesia and ASEAN countries, demonstrated by the intake of less international students. Graduates are prepared for diverse careers, including positions within the manufacturing industry and vocational education roles, bridging engineering expertise with teaching skills.

The program's strong industrial cooperation, notably with Daikin Refrigeration Industry, significantly enhances student employability through relevant internships. The program effectively integrates industry demands, emphasizing essential competencies such as refrigeration, manufacturing, and automotive design. Regular curriculum reviews, conducted through industry surveys and direct discussions every five years, ensure continuous alignment with market requirements. This could also be addressed to be held every 2 years and therefore have a shorter period.

Students benefit from practical experiences provided through well-established internships, enriching both their learning and research competencies. Graduates possess comprehensive mechanical engineering knowledge and pertinent soft skills, effectively preparing them for engineering roles or further careers in education. Although the curriculum is specialized compared to broader international programs (e.g. in Germany), it effectively meets its targeted professional outcomes. The uniqueness and specialization of the UPI curriculum should be considered positively when evaluating student achievements internationally.

The structured curriculum supports the achievement of defined learning outcomes, including foundational cultural education, rigorous mathematics, physics training, and specialized mechanical engineering knowledge complemented by practical lab work. State-of-the-art tools like Inventor CAD and MATLAB simulations further support high-quality education comprehensively.

While the didactical training aspect of the program was not specifically evaluated, the defined career paths align with the positive feedback from students, confirming the suitability of the education provided.

The student workload and transparent grading practices are strengths of the program, although translating grades and credit systems for international comparability remains an area for improvement. Emphasizing the educational dimension when translating achievements for international recognition is particularly important for the MEE program, but also for the other programs in the cluster.

UPI promotes gender equality effectively, creating positive role models among faculty and students. Although female participation in mechanical engineering is lower compared to other fields, it is steadily increasing amongst the other programs. For ongoing development, expanding industrial partnerships and incorporating additional mechanical engineering topics into the curriculum could further enhance long-term alignment with societal and industrial needs.

2.2.6 Bachelor of Automation Engineering Education (AEE)

The Bachelor program is structured around the Tri Dharma principles, specifically focusing on education and teaching. It aims to prepare students to become educators in the automotive sector, particularly for secondary schools and training centres. Unlike other engineering programs, the AEE program does not emphasize research and development, as its primary mission is teacher training.

The curriculum imparts foundational knowledge in automotive engineering and motorcycle technology, preparing students to continue into postgraduate teacher education. Practical application is emphasized through numerous laboratory exercises, providing students with hands-on experience. Topics range from vehicle design to engine technology, combustion and electric, ensuring students are well-equipped for diverse job opportunities in the automotive field.

Soft skills, such as teamwork, are cultivated through group work, and the program's workload is well-balanced across semesters. The staff structure supports good supervision, and various committees and administrative personnel provide advisory services to students. Student involvement in evaluations of courses and lecturers is established, though the extent of their influence in committees remains unclear from the documentation. External collaborations exist, but the depth of these partnerships is not evident.

The career prospects for graduates appear promising due to the demand for teachers in automotive-related professions, though the program is new and has few graduates, making precise career outcomes difficult to assess at this stage. Practical internships, well-supported

by modern workshop technology, play a significant role in the program, ensuring students gain relevant industry experience.

The documentation of the program is largely complete, with clear definitions of workloads, ECTS credits, and examination weighting. However, the detailed module descriptions, while thorough, may present too much information, making essential details less visible. The program is geared toward practical training, with numerous compulsory internships, which are well-supervised in small groups.

The AEE program aligns well with the Council of Europe's higher education objectives, offering broad knowledge and opportunities for sustainable employment. It also supports personal development and active citizenship through compulsory subjects in religion, culture, and politics.

In conclusion, while the AEE program fulfills its primary objective of training future teachers for the automotive sector, it would benefit from clearer communication of its teaching-focused mission in official documents. Expanding external partnerships and documenting student participation in governance could enhance the program's overall impact.

2.3 Conclusion

The criterion is **fulfilled**.

Findings:

Recommendation: Complete module handbooks, including the names of common modules such as religious, mathematical and physical courses, should be made available to students to ensure clarity.

Recommendation: Sample study plans should be available for each individual focus area in the programs to make it easier for students to choose their specialization.

Recommendation for MEE and AEE: In addition to the technical courses, the teaching/didactics courses should also provide overviews of the two years of teacher training after the bachelor's degree so that students can plan accordingly.

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, both 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 would 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 would not only enhance the portfolio-building process but also increase the attractiveness of UPI's programs.

Lastly, UPI has established a robust quality control system, underpinned by continuous monitoring and support from academic supervisors to benefit the students in their daily tasks.

This process, which includes also mid-term and end-of-semester assessments, supports students' academic progression. The integration of an online learning platform (SPOT and SPADA) facilitates access to learning materials and lesson plans, and hybrid learning opportunities further enhance flexibility.

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

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 accreditation 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 would be useful to have a document listing them as part of the certification. Learning outcomes should 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.

Nevertheless, UPI prepared well for national and Asian students' requirements, but the preparation for incoming students from outside of Asia could still be improved in terms of transparency and support for the individual requirements of those students. To overcome first boundaries in the internationalization process, UPI could focus first on their own academic and administrative staff to ensure high level support for international students.

4.3 Conclusion

The criterion is **fulfilled.**

Findings:

Recommendation: Further information on the grade level should be included as an appendix to the bachelor's certificate in order to ensure international comparability.

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 both 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 follow 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 both 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 has to hold advanced degrees, often from prestigious institutions both 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 both 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 a

high level 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.

However, there is room for further formalization of feedback processes to ensure continuous improvement in teaching quality. More broad training and attending international conferences would help the academic development in general and could be carried out for all kinds of teaching staff, also with common research activities. More regular workshops and talks could be encouraged. E.g. workshops on interdisciplinary research on topics that contribute to national, regional and global issues. As publication in international journals is still low among academic staff, workshops on writing for publication would be helpful and visiting professors can also contribute to this in both directions.

5.3 Conclusion

The criterion is **fulfilled**.

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

UPI provides various facilities to support its commitment as a pioneering and excellent university. Some facilities to support success of the learning process include classroom facilities for theoretical courses. There are 123 classrooms in the Lecture Hall used from 07:00 to 18:00 (WIB). Besides, there are supporting rooms including administrative rooms, meeting rooms, and lecturer rooms. There are also approximately 70 laboratory rooms spread across

eight faculties, the Graduate School, and five regional campuses at UPI. Provided laboratories include computer laboratories and laboratories for training specific skills in certain study programs. Additionally, the microteaching laboratory functions as a facility for personal development and guidance for training participants as prospective teachers/educators. It also develops the professional education abilities and/or skills of practitioners in schools to prepare for practicum before participating in the Professional Training Program (PLP).

Another facility is the library, which has a collection of 69,802 book titles or approximately 143,836 copies. The service hours are from 08:00 to 17:00 (WIB), except on Saturdays when the library is only open until 12:30 (WIB). The university also provides a digital library accessible to both lecturers and students.

All study programs are also equipped with necessary supporting facilities to carry out academic activities, such as projectors and printers of different sizes. Currently, all study programs have a number of textbooks, journals, and theses available in their respective libraries. This number will continue to increase according to the needs of the learning process. The study programs have also been active in publishing journals in national and international accredited journals. A more complete collection of books and other sources in printed and digital media are also provided by the university library. The Faculty of Technical and Vocational Education also manages a journal accredited Sinta 4, named “Invotec”. Access to the library and laboratory is available during working hours, and UPINET provides 24-hour internet access.

The Language Hall, which includes the Language Centre and a Language Laboratory, is equipped with electronic facilities and recording results. It provides facilities for learning foreign languages, specifically for UPI academics, educational staff who will continue their studies abroad, administrative staff, and foreign students who wish to learn Indonesian as a foreign language. Additionally, the guidance and counselling Technical Implementation Unit provides services for students who have learning difficulties and want to discover their talents and interests.

Students may use all facilities provided by the university, including sports facilities such as a gymnasium, sports centre, football field, volleyball field, badminton court, basketball court, softball field, tennis court, swimming pool, as well as the mosque, polyclinic, community service building, and Education Museum. Furthermore, UPI continues to strive to complete all facilities needed so they can be easily accessed by students with disabilities, such as vertical circulation facilities, elevators in multi-story buildings, ramps to access places with different heights, and wider pedestrian roads. The university provides several supporting facilities for students to study and live comfortably on campus. Dormitories are available for male and female students and are spread across the campuses in the Cibiru, Purwakarta, Tasikmalaya, and Serang areas. There is also one dormitory building each on the UPI Bandung campus. To support the

development of students' talents and skills in the arts, UPI also has an Open Theatre where various student artistic creations can be staged.

FPTK has five buildings, namely Building A, B, C, D, and E, each with an area of 1,857, 2,227, 1,857, 8,678, and 8,718 m², respectively. Computer laboratories are also located in Building A and Building B. Building A is equipped with 145 PCs, while Building B has 20 PCs. Additionally, each building is equipped with wireless internet facilities.

Learning facilities are provided through IOLS, which stands for the Indonesian University of Education (UPI) Integrated Online Learning System, an information system developed by UPI (ICT Directorate) for lecturers and students. This information system is an online-based learning application within UPI. IOLS is based on internet technology (online) allowing learning without limitations of space and time ('anytime, anywhere'). The integration refers to connecting this online learning system with UPI's stable Academic Information System (ISLS). Features used in lectures include student and lecturer attendance, media for distributing lecture materials, assignments, exams, and media for collecting student assignments.

Foreign students can participate in classroom learning with explanations provided in English. Learning materials provided include instructional videos, PowerPoint presentations, assignments, and textbooks, also available in English.

6.2 Assessment

Due to the fact that the accreditation procedure could only be conducted online with no real access to the learning resources, the experts 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 cater to 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. This could be improved by UPI. Therefore, UPI-students should be pro-actively addressed to take the opportunity for a semester or two and stay abroad if possible.

6.3 Conclusion

The criterion is **fulfilled.**

Findings:

Recommendation: The description of additional laboratory equipment should be expanded to meet international requirements for practical experiments. Especially with information like "Number of devices", "Experiments and Usability", "Students per device" and the complete list of equipment per laboratory.

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 does collect a wealth of information for the study programs. These are considered to be embedded in different national and international quality management and accreditation systems. Quality assessment and improvement appear to assume high priority in UPI's development strategy. UPI also 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.

To have a better overview of the given student´s data, especially the overview of student´s graduating, students' ratio over the semesters and drop-out rates could be taken into consideration when keeping track of information about each cohort in each program and international students that are not part of the regular UPI-systems.

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. Regular updates are made to include information on program developments, selection criteria, and student opportunities, ensuring timely access to important data.

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.

The university's main website and associated subdomains offer a broad overview of its programs. However, some links, especially to program-specific information led to error pages, 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 both local and international users.

Nevertheless, it has been seen that the information on the UPI website is missing some general information about the teaching staff and current research activities. It is recommended to show international relevance and trending topics in the Scopus as well as (generally) on UPI´s website so that these can be found by international organizations and a possible future partner networks.

8.3 Conclusion

The criterion is **fulfilled**.

Findings:

Recommendation: Ensure UPI´s website is reflecting further information on current scientific research teaching staff that should be updated regularly to show teaching faculty's research, publications, and teaching focus.

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 the university (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 program undertakes a comprehensive curriculum review, every five years and periodic syllabus reviews at the beginning of each semester. Lecture monitoring is enhanced through the use of 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, UPI’s 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 strive 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.

During the site visit, it was found that feedback is collected by the teaching staff itself and could therefore be viewed by them individually. To ensure that every given feedback in the evaluation process can be counted, the whole evaluation process should be adjusted and ensured to be completely anonymous by specific actions.

9.3 Conclusion

The criterion is **fulfilled.**

Findings:

Recommendation: The description of the whole evaluation processes should be published more visibly and prominently so that the exact procedure is clear to all stakeholders.

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 and MWA Decree No. 03 of 2015, 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, UPI SPS is in line with the objectives of the quality policy, namely planning, achieving, maintaining, and improving the quality standards or objectives of the UPI 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 SPS.

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 stipulated by the Directorate General of Higher Education, Ministry of Education and Culture. UPI quality assurance is coordinated by the Rector of UPI through SPM. The UPI quality assurance strategy are: (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. 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 also covered within the accreditation. 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 information with respect to Quality Assurance can be found on the website and in the Quality Management Manual and other

documents across different platforms. Therefore, this information is making transparent in a sufficient way.

According to the feedback and results from different national and international accreditation procedures, UPI is triggered to follow-up the given recommendations. That e.g. includes the documentation for the study programs. The improved documentation will be used for further accreditations 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 of Electrical Engineering" (EE), "Bachelor of Civil Engineering" (CE), "Bachelor of Logistics Engineering" (LE), "Bachelor of Mechanical Engineering Education" (MEE), "Bachelor of Automotive Engineering Education" (AEE) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), 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 taken into account 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, analyse, 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.

2 Accreditation Recommendation

The peer-review experts recommend an unconditional **accreditation with 7 recommendations:**

General and specific Conditions:

None

General recommendations:

Recommendation 1: Complete module handbooks, including the names of common modules such as religious, mathematical and physical courses, should be made available to students to ensure clarity.

Recommendation 2: Sample study plans should be available for each individual focus area in the programs to make it easier for students to choose their specialization.

Recommendation 3: Further information on the grade level should be included as an appendix to the bachelor's certificate in order to ensure international comparability.

Recommendation 4: The description of additional laboratory equipment should be expanded to meet international requirements for practical experiments. Especially with information like "Number of devices", "Experiments and Usability", "Students per device" and the complete list of equipment per laboratory.

Recommendation 5: Ensure UPI´s website is reflecting further information on current scientific research teaching staff that should be updated regularly to show teaching faculty's research, publications, and teaching focus.

Recommendation 6: The description of the whole evaluation processes should be published more visibly and prominently so that the exact procedure is clear to all stakeholders.

Specific recommendations:

Recommendation 7 (for MEE and AEE): In addition to the technical courses, the teaching/didactics courses should also provide overviews of the two years of teacher training after the bachelor's degree so that students can plan accordingly.

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:

- Complete module handbooks, including the names of common modules such as religious, mathematical and physical courses, should be made available to students to ensure clarity.
- Sample study plans should be available for each individual focus area in the programs to make it easier for students to choose their specialization.
- Further information on the grade level should be included as an appendix to the bachelor's certificate in order to ensure international comparability.
- The description of additional laboratory equipment should be expanded to meet international requirements for practical experiments. Especially with information like "Number of devices", "Experiments and Usability", "Students per device" and the complete list of equipment per laboratory.
- Ensure UPI´s website is reflecting further information on current scientific research teaching staff that should be updated regularly to show teaching faculty's research, publications, and teaching focus.

Bachelor of Mechanical Engineering Education

The study programme "Bachelor of Mechanical Engineering Education" 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:

- In addition to the technical courses, the teaching/didactics courses should also provide overviews of the two years of teacher training after the bachelor's degree so that students can plan accordingly.

Bachelor of Automotive Engineering Education

The study programme "Bachelor of Automotive Engineering Education" 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:

- In addition to the technical courses, the teaching/didactics courses should also provide overviews of the two years of teacher training after the bachelor's degree so that students can plan accordingly.

Bachelor of Electrical Engineering

The study programme "Bachelor of Electrical Engineering" is accredited without any conditions.
The accreditation is valid until 30. September 2030.

Bachelor of Civil Engineering

The study programme "Bachelor of Civil Engineering" is accredited without any conditions.
The accreditation is valid until 30. September 2030.

Bachelor of Logistics Engineering

The study programme "Bachelor of Logistics Engineering" is accredited without any conditions.
The accreditation is valid until 30. September 2030.