

Accreditation Report

Program Accreditation of
Universitas Pendidikan Indonesia – The Education University

**Guidance and Counselling (Bachelor),
Community Education (Bachelor/Master/Doctoral)
Curriculum Development (Master/Doctoral)**

I Procedure

Date of contract: 02 October 2024

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Attendance by ACQUIN office: Dr. Lyazzat Nugumanova

Accreditation decision: 25 September 2025

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

The basis of the **Assessment Criteria** is part 1 of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) in the current official version. For PhD study programs the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are 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 several 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 regarding the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new higher education institutions.

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

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

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



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

1.2 Contemporary situation

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

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

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

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



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

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

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

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

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



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

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

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

1.3 Accreditation System in Indonesia

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



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

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

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

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

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



2 Short profile of the HEI

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

Brief History of UPI

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

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

Visions and Missions of UPI

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



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

University Values

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

(1) Fair academic freedom: The implementation and development of education that is oriented towards excellence, fairness, and upholds diversity; (2) The excellence in the field of Education and research that promotes the resolution of development issues: Development and dissemination of outstanding research results in the fields of knowledge, education policy, and the resolution of strategic issues at the national, regional, and international levels; (3) Dissemination of research results for the welfare of society: The organization and development of community engagement by disseminating and utilizing innovations in the field of educational sciences, disciplinary education, and other disciplines to empower the society; (4) Creative and innovative learning environment through student-centred learning: The organization and development of student development programs to improve the quality of graduates and enhance networking and alumni empowerment; (5) Development of human resources quality based on Sustainable Development Goals (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 (UPI) has been named one of the world's best universities through the latest edition of the most referenced university rankings in the world. Universitas Pendidikan Indonesia is ranked # 201-250 in the World, #33 in Asia and #1 Top University in Indonesia in the Field of Education based on QS (Quacquarelli Symonds) World University Rankings (QS-WUR) by Subject 2023.

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

External Accreditation

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



Network Quality Assurance (AUN-QA), the Accreditation Service for International Schools, Colleges, and Universities (ASIC), and the Agency for Quality Assurance through Accreditation of Study Programs.

2.1 Faculty information

Short Portrait of the Faculty of Educational Sciences

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

School of Postgraduate Studies (SPS)

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

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



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



3 General information on the study programs

3.1 Guidance and Counselling (Bachelor) (BPGC)

Provider of the study program	Faculty of Educational Sciences, Universitas Pendidikan Indonesia
Title of the study program	Bachelor Program in Guidance and Counseling
Degree	Bachelor of Education (S.Pd.)
Date or planned date of introduction	1964
Regular study duration	4 years
Number of ECTS credits	222 ECTS (148 sks)
Frequency of the offered program	annually
Capacity per year	105
Number of students currently enrolled	583
The average number of graduates per year	82
Tuition fees	500.000 - 5.740.000 IDR (28,37 - 325,64 EUR/exchange July 2024) for Indonesian students/semester
Type of studies	Full-time

3.2 Community Education (Bachelor) (BPCE)

Provider of the study program	Faculty of Educational Sciences, Universitas Pendidikan Indonesia
Title of the study program	Bachelor of Community Education
Degree	Bachelor of Education
Date or planned date of introduction	1956
Regular study duration	4 years
Number of ECTS credits	219,5



Frequency of the offered program	annually
Capacity per year	82
Number of students currently enrolled	395
The average number of graduates per year	80
Tuition fees	500.000 to 6.000.000 IDR (EUR ~ 29,95 to 363,63) for Indonesian students, per semester
Type of studies	Full-time

3.3 Community Education (Master)

Provider of the study program	Faculty of Educational Sciences, Universitas Pendidikan Indonesia
Title of the study program	Master of Community Education
Degree	Master of Education
Date or planned date of introduction	1993
Regular study duration	2 years
Number of ECTS credits	73,5
Frequency of the offered program	annually
Capacity per year	10 students
Number of students currently enrolled	30 Student
The average number of graduates per year	5 Student
Tuition fees	8.550.000 IDR (~530,55 EUR/exchange May 2023) for Indonesian students/semester
Type of studies	Full-time



3.4 Community Education (Doctoral)(DPCE)

Provider of the study program	Faculty of Educational Sciences, Universitas Pendidikan Indonesia
Title of the study program	Doctoral of Community Education
Degree	Doctoral of Education
Date or planned date of introduction	1993
Regular study duration	2,5 years
Number of ECTS credits	85,5
Frequency of the offered program	annually
Capacity per year	20
Number of students currently enrolled	86
The average number of graduates per year	10
Tuition fees	IDR 12.580.000/semester EUR 780,63/semester
Type of studies	Full-time

3.5 Curriculum Development (Master)

Provider of the study program	Faculty of Educational Sciences, Universitas Pendidikan Indonesia
Title of the study program	Curriculum Development
Degree	Master of Education (M.Pd.)
Date or planned date of introduction	October 21, 1963
Regular study duration	2 years
Number of ECTS credits	54 ECTS for linear students 72 ECTS for non-linear students
Frequency of the offered program	Per semester



Capacity per year	20
Number of students currently enrolled	69
The average number of graduates per year	17
Tuition fees	IDR. 10.500.000 (EUR 631,39 for Indonesian students, per semester)
Type of studies	Full-time

3.6 Curriculum Development (Doctoral)

Provider of the study program	Faculty of Educational Sciences, Universitas Pendidikan Indonesia
Title of the study program	Curriculum Development
Degree	Doctor of Education
Date or planned date of introduction	1963
Regular study duration	6- 14 semesters
Number of ECTS credits	44 (Linear) /56 (Non-Linear)
Frequency of the offered program	Per semester
Capacity per year	10
Number of students currently enrolled	51
The average number of graduates per year	5
Tuition fees	Rp.12,550,000, approximately €729.45
Type of studies	Full-time



III Implementation and assessment of the criteria

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

1 ESG Standard 1.1: Policy for quality assurance

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

1.1 Implementation

University-level quality assurance policies can be accessed via the UPI Quality Assurance Unit (SPM UPI) website, which is also linked to satisfaction surveys and the national accreditation agency.

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

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

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

The implementation of quality assurance follows the PPEPP model, which includes standard setting, standard implementation, standard evaluation, standard control, and continuous improvement. The university determines and formulates quality standards through a systemic



analysis of the components of the higher education delivery system, including input, process, output, and impact.

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

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

1.2 Assessment

UPI has established a formal and comprehensive quality assurance (QA) policy that is publicly available through the university website and official documentation. The policy aligns with national standards and international QA frameworks, emphasizing continuous improvement, accountability, and transparency in academic and administrative processes. The Internal Quality Assurance Unit of Universitas Pendidikan Indonesia (SPMI) (UPI) plays a vital role in implementing the quality standards set by UPI's quality policy, with further details provided in <https://spm.upi.edu/>.

To support this policy, the study programs have adopted the PDCA (Plan-Do-Check-Act) or PPEPP Cycle, which guides all levels of quality assurance activities at the university

The policy covers all key areas of institutional functioning, including curriculum development, teaching and learning, research, community engagement, student services, infrastructure, governance, and staff development. The policy ensures a consistent quality approach across all faculties and academic programs. The policy all key areas with 9 standard from National accreditation board (LAMDIK) : 1) vision and mission standard, 2) management and networking 3) student 4) human resource development (lecturer and admission staff) , 5) financial and facilities, 6) education 7) Research 8) Community service , 9) output learning .

All relevant institutional bodies—including academic departments, the Quality Assurance Unit, student representatives, and administrative offices—are actively involved in the development, implementation, and evaluation of the QA policy. This participatory approach ensures that the policy reflects institutional realities and stakeholder needs.

Implementation of the QA policy is conducted through scheduled audits, academic reviews, performance evaluations, and feedback mechanisms. The university has a systematic



monitoring system supported by digital tools, and revisions are made based on internal evaluations, accreditation feedback, and stakeholder input.

UPI is committed to gender equality and promoting equal opportunities in all academic and administrative areas. Policies exist to support the inclusion of women in leadership, prevent discrimination, and provide accommodations for individuals with disabilities. Gender-related data is tracked and used to inform policy improvements.

The structured doctoral programs are closely aligned with UPI's institutional mission to advance education and community empowerment through high-quality research. The programs are integrated into the university's broader research agenda, which emphasizes applied, interdisciplinary, and community-based research. This alignment ensures that doctoral education contributes to national development goals and the institution's strategic priorities.

The university promotes awareness of the unique characteristics and expectations of doctoral programs through orientations, supervision guidelines, handbooks, and regular academic briefings. Supervisors and students are provided with clear information on milestones, publication expectations, ethical standards, and research integrity.

UPI meets its responsibilities for doctoral education by: Providing qualified supervisory teams and research infrastructure. Offering seminars and research method workshops. Enforcing transparent regulations for admission, progression, and graduation. Ensuring access to funding, academic resources, and international exposure. A Graduate School or similar academic body is responsible for coordination, policy enforcement, and quality monitoring.

The university uses a variety of indicators to monitor the quality of its doctoral programs, including: Completion rates and average time to graduation; Publication output in indexed journals; Supervisor-to-student ratio; Student satisfaction surveys; and, Research impact and funding received. These indicators cover academic performance, supervisory quality, and institutional support, and are reviewed regularly by the internal quality assurance unit.

Collaboration with external academic institutions, research bodies, and community organizations is formalized through Memoranda of Understanding (MoUs) and partnership agreements. These partnerships enable: Joint research projects; Co-supervision opportunities; Access to external funding and training; and Community-based fieldwork and impact initiatives. The collaborations are reviewed periodically to ensure mutual benefit and academic relevance.

The expert panel positively assesses strong integration of doctoral education with institutional goals and research focus, clear quality indicators and systematic monitoring, active partnerships which enhance academic and practical relevance and ongoing support for both students and supervisors.



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

The study program curriculum at UPI is designed in accordance with KKNI, also referred to as Indonesian Qualification Framework (IQF). Each study program curriculum at UPI is compiled using government curriculum calculation standards, as stated in the Regulation of the Minister of Education and Culture No. 3/2020. UPI uses 1 SKS = 1.5 credit for the ECTS (European Credit Transfer and Accumulation System) standard. UPI conducts curriculum evaluations and improvements every five years; the last was carried out in 2023. This evaluation involves various parties, including students, alumni, lecturers, graduate users, and fellow organizers of similar study programs. Based on the evaluation results, several things were found that needed attention, such as the study program's vision and mission, which were still too general, and the need for additional material on leadership and communication. Additionally, mastery of technology and practice and increasing students' self-confidence and entrepreneurship are necessary.

The process of establishing a study program at the faculty level follows a structured sequence of design, approval, implementation, and evaluation. At UPI, particularly within FMIPA, this process begins with input from various stakeholders, including the Ministry of Education, professional associations, industry representatives, and school curriculum developers. These inputs ensure the proposed program aligns with educational standards and market demands. The initiation team, consisting of experts and academic staff, formulates the program structure by considering national regulations and international benchmarks to maintain relevance and sustainability.

Once the design is completed, the program undergoes an approval process involving faculty discussions, university-level reviews, and validation by accreditation bodies. After approval, learning outcomes and graduate qualifications are defined to ensure students acquire the necessary competencies for academic, professional, and research careers. Implementation involves curriculum delivery by lecturers, supervision by advisors, and student participation in research, community service, and interdisciplinary activities. To ensure continuous



improvement, evaluations are conducted through student surveys, alumni tracking, employer feedback, and stakeholder consultations.

The Semester Credit System (SKS) is structured so that 1 SKS equals 170 minutes (50 minutes for lectures, 60 minutes for structured assignments, and 60 minutes for independent study) per semester over 16 sessions. When converted to the European Credit Transfer and Accumulation System (ECTS), 1 SKS is calculated as follows:

- 1 SKS = 2.83 hours
- 1 semester (16 sessions) = 45.28 hours/semester
- 1 SKS = $45.28 \div 30 = 1.50$ ECTS

2.1.1 Guidance and Counselling (Bachelor) (BPGC)

The education program BPGC aims to produce graduates who:

- Master the theory and practice of education and the skills to design and implement learning, especially in guidance and counseling settings.
- Become future guidance and counseling teachers with strong theoretical and practical understanding across educational levels and settings.
- Comprehend the physiological, psychological, and cultural development of counselees and use assessment concepts and practices to understand their behaviors, issues, and needs.
- Possess professional decision-making skills based on information analysis and can independently or collaboratively choose solutions to address learning challenges and student development.
- Can design and implement guidance and counseling programs within a comprehensive guidance and counseling framework.
- Are able to evaluate guidance and counseling processes and outcomes and master research concepts and practices in guidance and counseling.
- Demonstrate strong integrity, personality stability, and high-quality performance.

Core subjects, including Civic Education, Educational Psychology, and Counselling Theories, are systematically arranged across eight semesters. Foundational courses dominate the early semesters, while specialized topics like Multicultural Guidance, Career Counselling, and Mental Health appear later. Practicum sessions and internships are incorporated to enhance practical skills, complemented by the Bachelor Thesis in the final semester. Elective courses such as Art and Sport Education provide additional flexibility. The curriculum ensures a progressive learning path, integrating theoretical knowledge and practical experience aligned with professional requirements.



2.1.2 Community Education (Bachelor) (BPCE)

The program's mission includes: 1) Preparing graduates as community educators with andragogical, professional, personal, and social competencies to educate and empower communities. 2) Equipping graduates with managerial skills for community education programs, including nonformal education, informal learning, training, and community empowerment services. 3) Enhancing the quality of community education practices oriented towards managing nonformal, informal, and human resource development programs to support the realization of Indonesia's Golden Era 2045. 4) Conducting Tridharma Perguruan Tinggi with lifelong learning, technological innovation, and sustainability values to strengthen community education contributions to societal, national, and state life. 5) Facilitating technological mastery and life skills for students to become lifelong learners who are creative, innovative, and adaptive in facing global developments. 6) Producing competent graduates capable of conducting research and producing quality academic works such as proposals, papers, essays, or journal articles. 7) Developing entrepreneurial potential in graduates to provide consultancy in community education, community empowerment, and human resource development.

Graduates are prepared to work as educators, managers, and entrepreneurs in community education, excelling in designing, implementing, evaluating, and developing learning and institutional management. The program's core areas of study include Community Empowerment, Educational Technology, Nonformal and Informal Education, Training and Human Resource Development, and Community Education Management, focusing on capacity building, innovative learning, and community-based program management. Collaboration with government agencies, such as education departments, training centers, community education institutions (PKBM), NGOs, and local communities, supports curriculum development, practical training, and internships. Partnerships with HAPPENMASI and APENMASI further enhance the synergy between academics and practitioners, contributing effectively to societal needs.

The study load for BPCE students is as follows:

- General Courses (MKU): $14 \text{ SKS} \times 1.50 = 21 \text{ ECTS}$
- Basic Educational Courses (MDKk): $8 \text{ SKS} \times 1.50 = 12 \text{ ECTS}$
- Faculty Expertise Courses (MKKF): $4 \text{ SKS} \times 1.50 = 6 \text{ ECTS}$
- Core Study Program Courses: $93 \text{ SKS} \times 1.50 = 139,5 \text{ ECTS}$
- Elective Courses: $16 \text{ SKS} \times 1.50 = 24 \text{ ECTS}$
- Field Experience Program (PPL): $4 \text{ SKS} \times 1.50 = 6 \text{ ECTS}$
- Thesis: $6 \text{ SKS} \times 1.50 = 9 \text{ ECTS}$ (appendix 23)
- Total ECTS for BPCE 217,5 ECTS



2.1.3 Community Education (Master) (MPCE)

The learning outcomes of the Master's program encompass four aspects: attitude, knowledge, general skills, and specific skills. These learning outcomes are achieved through coursework, research, community service, and scientific publication, all of which are completed within the ideal study period of 4 semesters.

The BPCE curriculum, within the framework of the Indonesian National Qualifications Framework (KKNI), is positioned at level 7 for graduate qualifications. The BPCE curriculum is structured as follows: 7 credits for Postgraduate Core Expertise Courses (MKKPs), 17 credits for Core Expertise Courses of the Study Program, 6 credits for Elective Expertise Courses of the Study Program (MKKPPS), 12 credits for Aanvullen Courses (MKAv), and 8 credits for the thesis.

The study load for BPCE students is as follows:

- Postgraduate Expertise Courses (MKKPs) = 7 SKS x 1.5 = 10,5 ECTS
- Core Study Program Courses (MKKIPS) = 17 SKS x 1.50 = 25,5 ECTS
- Elective Study Program Courses (MKKPPS)= 6 SKS (mandatory) x 1.50 = 9 ECTS
- Supplementary Courses (MKAv) = 12 SKS x 1.50 = 18 ECTS
- Thesis = 8 SKS x 1.50 = 12 ECTS
- Total Credits (for students with a relevant background) 38 SKS x 1,5 = 57 ECTS
- Total Credits (for students with a non-relevant background, including matriculation) 50 SKS x 1,5 =75 ECTS

The program envisions becoming a leading and innovative program in developing knowledge, research, and community education practices to address global challenges and support the realization of Indonesia's Golden Era 2045, to achieve this vision, the program's mission includes: 1) Advancing in-depth community education knowledge based on theory and application to solve complex social and cultural issues. 2) Promoting applied research that drives innovation in community education, particularly in non-formal education, informal learning, and community empowerment. 3) Implementing Tridharma Perguruan Tinggi, emphasizing lifelong learning, innovation, and sustainability, while contributing to relevant knowledge development nationally and internationally. 4) Equipping graduates with competencies as higher education educators, researchers, analysts, and community education developers capable of serving in government and non-government institutions. 5) Enhancing entrepreneurial skills to create and manage innovative and sustainable community education consultancy services. 6) Expanding academic and professional networks nationally and internationally to create career opportunities and support community education development. 7) Preparing graduates for doctoral studies (S3) in community education or other related disciplines, both domestically and abroad.



Graduates are prepared for roles as higher education educators, researchers, analysts, and developers in community education, with entrepreneurial capabilities in consultancy. Key areas of study include community education theory and application, applied research methodologies, community education management, non-formal and informal education, and human resource development training. The program collaborates with government agencies, such as education departments and training centers, and community institutions, including PKBM, LKP, NGOs, and local communities, to strengthen curricula, improve learning quality, and provide internships and training opportunities.

2.1.4 Community Education (Doctoral)(DPCE)

The DPCE curriculum within the Indonesian National Qualifications Framework is positioned at level 8 for graduate qualifications. The DPCE curriculum is divided into 7 credits for Graduate Expertise Courses (MKKPs), 15 credits for Core Program Study Courses (MKKIPS), 8 credits for Elective Program Study Courses (MKKPPS), 12 credits for Supplementary Courses (MKAv), and 15 credits for the thesis.

The study load required for DPCE students is as follows:

Postgraduate Skill Courses (MKKPs) : 7 SKS x 1,5 ECTS = 10,5 ECTS

Core Study Skill Courses (MKKIPS) : 15 SKS x 1,5 ECTS = 22,5 ECTS

Elective Courses (MKKPPS) : 8 SKS x 1,5 ECTS = 12 ECTS

Supplementary Courses (MKAv – bridging courses) : 12 SKS x 1,5 ECTS = 18 ECTS

Dissertation: 15 SKS x 1,5 ECTS = 22,5 ECTS

The program's mission includes: 1) Advancing community education knowledge through scientific research that generates new theories, concepts, and innovations to address complex societal challenges. 2) Enhancing lifelong learning skills and technological expertise to foster innovation in community education for sustainable development. 3) Promoting interdisciplinary, multidisciplinary, and transdisciplinary research aligned with a research roadmap to contribute to the development of knowledge, technology, arts, and humanistic values in community education. 4) Producing graduates capable of becoming community education researchers, policy analysts, and innovators providing research-based solutions to societal issues. 5) Managing impactful research and development in community education strategies, nationally and internationally recognized through validated innovative works. 6) Designing and implementing learning innovations for educational units, community groups, or users to enhance the quality of community education services. 7) Equipping graduates with critical analysis and social engineering skills to address societal problems using education approaches based on humanistic values and sustainability principles. 8) Building national and international networks to support globally competitive community education development.



Graduates are trained as community education researchers, policy analysts, and innovation developers. The curriculum focuses on six areas: 1) Community Education Management, which explores strategies for managing community-based education programs, 2) Nonformal Education, which examines models and policies for nonformal education, 3) Community Empowerment, emphasizing individual and community capacity building, 4) Training and Human Resource Development, focusing on designing effective training programs, 5) Informal Learning, which reviews natural learning processes in everyday life, and 6) Sustainable Development, integrating community education with socio-economic and environmental development. The program collaborates with government institutions to provide research and practicum opportunities for doctoral students, fostering research-based learning. Partnerships with the Association of Academics and Community Education Programs in Indonesia (HAPPENMASI) and the Community Education Association of Indonesia (APENMASI) strengthen academic and practical knowledge exchange to meet societal needs effectively.

2.1.5 Curriculum Development (Master)

This study program prepares graduates to become professional curriculum developers in various types and levels of education. The vision of this study program is to become a superior study program and a pioneer towards a center of excellence in scientific development in the field of curriculum and learning that is internationally recognized at the ASEAN level by 2025, with the following mission:

- Strengthening the implementation of the Master's Education through the fulfilment of national standards for higher education to achieve the maximum predicate as a form of recognition of quality.
- Enhancing the productivity of quality research and community service oriented towards reputable international publications.
- Expanding networks of understanding, agreements, and collaborative cooperation in various aspects of the three pillars of higher education, namely resource development, publication and scientific activities, as well as educational activities in general, with relevant parties at both national and ASEAN levels.
- Improving of the implementation of academic and institutional governance systems that adhere to international standards as a recognition of the reputation of the study program as a center of excellence at the ASEAN level

The objective of the Master's Program in Curriculum Development is to produce graduates with expertise as curriculum developers, educators, evaluators, and consultants in curriculum and instructional across levels, types, and pathways of education, both at the institutional, national and international levels.



The graduate profile of the Master's Program in Curriculum Development includes roles as Curriculum Developer, Educators, Curriculum Consultants, and Curriculum Evaluators across various levels, types and pathways of education, characterized by innovation and strong values.

2.1.6 Curriculum Development (Doctoral) (DPCD)

Founded on 21 October 1963, the Curriculum Development Study Program has the vision of becoming one of the centers of excellence for developing and disseminating knowledge and expertise in the curriculum at local, national, and international scales, which can significantly accelerate advancements in the quality of the education system in Indonesia. The Doctoral Program strives to develop students' abilities in researching and developing new concepts, theories, and methods in curriculum and teaching.

The doctoral Program in Curriculum Development aims to develop students' capabilities in researching and creating new concepts, theories, and practices in curriculum and learning. The main focus is competence in developing curriculum, understanding and implementing quality standards in curriculum development, and the ability to design, evaluate, and develop curriculum, conduct research, produce curriculum models, and publish research results to attain national and international recognition. The Doctoral Program in Curriculum Development is designed to prepare developers, consultant educators, and evaluators for the needs and challenges of the Industrial Revolution 4.0 era. This includes a strong focus on character formation and developing 21st-century competencies such as Communication, Collaboration, Critical Thinking, and Creativity.

The curriculum was drafted with 22 courses, carefully structured to provide both breadth and depth in the field. These include 4 Graduate-Level Core Competency Courses, 5 Core Competency Courses Specific to the Study Program, 10 Elective Competency Courses Specific to the Study Program, four supplementary (aanvullen) courses, and a dissertation. To complete their study, students must meet the following credit requirements: a. Linear pathway: 44 credits (equivalent to 66 ECTS) b. Non-linear pathway: 56 credits (equivalent to 84 ECTS).

2.2 Assessment

2.2.1 Guidance and Counselling (Bachelor)

The proposed study program is highly consistent with the overall strategic direction of the university. It aligns closely with the institution's academic development goals and fits coherently into the existing profile of study programs and the broader curricular portfolio.

In addition, the program is well embedded in the university's six core values, reflecting and supporting them both in its structure and content. It also demonstrates strong alignment with



the university's mission and vision, particularly in its commitment to academic excellence, innovation, and societal relevance.

Overall, the study program represents a meaningful and strategic addition to the university's academic offering and contributes positively to its institutional profile.

The development of the study program involves the active participation of internal experts, students of the university, and national agencies such as ABKIN. This collaborative approach ensures that the program meets the high standards expected of such a degree both nationally and internationally. As a result, the program is well-positioned to fulfill the requirements of an internationally recognized academic offering.

The seven main learning objectives at the graduate level are coherent and well-structured, effectively contributing to the professionalization of students. These objectives are entirely appropriate for a Bachelor's degree program and align with international standards for higher education.

A notable strength of the program is the integration of religious aspects with guidance and counseling, which is particularly relevant and beneficial within this cultural context. This interdisciplinary approach enriches the learning experience and broadens the students' competencies, preparing them for diverse professional settings.

The curriculum is thoughtfully designed to facilitate the development of core competencies in the field. It is complemented by elective courses that support students in shaping their individual profiles and specializations. This flexible structure allows students to tailor their education according to their interests and career goals, thereby enhancing their professional readiness.

Regarding workload, it is considered relatively high; however, both students and faculty members report that the effort invested is worthwhile. They perceive the workload as appropriate and manageable, especially given the valuable skills and knowledge gained. The program clearly communicates the expected workload, ensuring transparency and helping students to plan effectively.

The program successfully prepares graduates for professional roles, as evidenced by the high quality of the alumni and positive feedback from stakeholders. The practical components, particularly internships, are well integrated into the research fields of the students and maintain strong links with the university. According to reports from students and faculty, these internships are effectively aligned with the research interests and professional development of the students, fostering meaningful learning experiences.

Furthermore, the internship outcomes are designed to lead to innovations within the respective application fields, creating a mutually beneficial situation for both students and industry partners. This approach not only enhances practical skills but also encourages the application



of research and theory to real-world challenges, thereby promoting innovation and societal impact.

Overall, the program demonstrates a strong commitment to quality education, professional development, and research integration for positive community outcomes, positioning its graduates well for successful careers in their respective fields.

The program effectively reflects the four central goals of higher education as defined by the Council of Europe. These goals are: preparation for sustainable employment, personal development, preparation for active citizenship, and the creation of a broad knowledge base along with the promotion of research and innovation.

The program equips students with essential skills and competencies specific to guidance and counselling, preparing them for effective professional practice. Through practical internships in counselling settings, applied coursework, and project-based learning, students gain firsthand experience working with individuals and groups in diverse contexts. This hands-on approach ensures graduates develop the professional capabilities required for sustainable employment in educational institutions, social services, mental health organizations, and other related fields.

Beyond technical counselling skills, the program emphasizes the holistic growth of students as empathetic and self-aware practitioners. It nurtures critical reflection, ethical decision-making, emotional intelligence, and interpersonal communication skills. The curriculum's interdisciplinary approach—including integration of religious and cultural perspectives—supports students in becoming resilient, ethical counsellors capable of addressing complex personal and social challenges sensitively and effectively.

The program promotes a strong sense of social responsibility and civic engagement, encouraging students to advocate for mental health, inclusivity, and social justice within their communities. By fostering awareness of societal issues such as diversity, inequality, and wellbeing, students are prepared to take active roles as counsellors who contribute positively to the development and empowerment of individuals and groups, thereby enhancing community cohesion.

Students receive a comprehensive foundation in counselling theories, psychological principles, and human development, alongside opportunities for specialization. The program encourages inquiry through research projects and collaboration with community organizations, enabling students to investigate emerging issues in guidance and counselling. This emphasis on research and innovation cultivates critical thinking and the development of evidence-based practices, advancing the profession and improving client outcomes.

The guidance and counselling study program aligns well with the university's strategic goals and the Council of Europe's higher education objectives. It effectively supports students' professional preparation, personal development, active citizenship, and research innovation.



The program is well-established, with strong academic and practical components, and enjoys the support of internal and external stakeholders.

2.2.2 Community Education (Bachelor)

The Bachelor's programme in Community Education is well aligned with the university's mission to promote equity, social development, and lifelong learning. It emphasizes community empowerment, inclusion, and local engagement, which reflect the core values of the HEI.

External stakeholders, such as community leaders, NGOs, alumni associations (Happenmasi and Apenmasi), and practitioners are engaged in curriculum development and revision through focus groups and advisory boards. Students are consulted through feedback surveys and student associations.

The programme clearly outlines its learning outcomes, which focus on community education theory, facilitation skills, social intervention, and educational management. These outcomes reflect the expectations for Bachelor-level competencies and respond to the needs of the professional field, particularly in non-formal education sectors.

The curriculum includes core educational theory, practical courses, fieldwork, and research components. It is designed to support the acquisition of competencies in planning, implementing, and evaluating community-based educational initiatives. Graduates are prepared for roles such as: Community educators, Learning facilitators, Non-formal education instructors, Social program officers, Education programme managers in NGOs or public services. These roles are relevant and reflect the scope of employment in the field.

The student workload is defined based on the national credit system, and each course syllabus specifies the number of credits and the expected workload, including contact hours and self-study. This ensures transparency and consistency.

Internships are compulsory and strategically placed in the later semesters. The HEI facilitates placements through partnerships with education centres, NGOs, and government agencies. Students are guided by both field supervisors and academic advisors.

The programme meets the four purposes: Sustainable employment: through practical training and soft skills development. Personal development: through reflective and value-based learning. Active citizenship: via civic education, community engagement, and participatory learning. Advanced knowledge: through exposure to community research and innovative practice.

The programme follows a formal internal approval process that includes curriculum review by the academic department, input from quality assurance bodies, and endorsement by university governance. Regular evaluations ensure relevance and academic rigour.



2.2.3 Community Education (Master)

The programme aligns well with the Higher Education Institution's mission by promoting lifelong learning, community engagement, and social transformation through education.

External stakeholders (NGOs, government agencies, alumni) and students are actively involved in programme design through consultations, tracer studies, and periodic reviews.

The programme's outcomes are clearly defined and correspond to national and international qualification frameworks. They adequately reflect both professional field requirements and the academic depth expected at the Master's level.

The curriculum is logically structured, combining theoretical foundations with applied knowledge, field practice, and research. This contributes significantly to achieving the intended learning outcomes.

Graduates are prepared for roles such as community education consultants, programme managers, policy advisors, and researchers. These opportunities are clearly defined and relevant to current societal needs.

The workload is transparently defined in accordance with the national credit system. Course syllabi include estimated time for independent study, assignments, and fieldwork.

Mandatory internships are well-integrated into the programme and supervised by both academic and field mentors. The HEI provides institutional partnerships and guidance to support students during placement.

The programme fosters: Sustainable employment through practical skills, Personal development via critical reflection and social learning, and Active citizenship by promoting civic values and community.

The programme undergoes a formal internal validation and review process involving academic councils, quality assurance units, and external academic reviewers to ensure academic rigour and relevance.

2.2.4 Community Education (Doctoral)

The doctoral program is strongly aligned with the institution's mission to advance research, innovation, and social impact. It contributes to the university's strategic focus on community empowerment, sustainability, and lifelong learning through scholarly inquiry and leadership development.

External stakeholders, including government agencies, NGOs, and academic peers, are consulted during curriculum development and periodic reviews. Doctoral candidates contribute to program improvement through feedback and participation in academic governance structures.

The program aims to develop scholars capable of conducting independent and impactful research in community education. Learning outcomes emphasize critical analysis, theoretical



contribution, research methodology, academic publication, and leadership in educational development. These outcomes are aligned with national qualification standards at the doctoral level and with the expectations of the professional field.

The curriculum is designed to support deep specialization and advanced research skills. It includes coursework in theory, research methods, and community engagement, followed by independent dissertation research. The structure supports the achievement of learning outcomes while allowing for interdisciplinary inquiry.

Graduates are prepared for leadership roles in academia, educational policy, research institutions, government, and international development agencies. These career paths are appropriate and align with the goals of the program and market demands for experts in community and lifelong education.

The workload and credits are well-defined, following national doctoral study regulations. Time allocation for coursework, dissertation work, seminars, and publications is clear, ensuring academic transparency and student planning.

While internships are not always mandatory at the doctoral level, practical field engagement is encouraged through research collaborations, community-based research projects, and partnerships with educational institutions. Supervisors and faculty offer support in accessing these opportunities.

The program aligns with the four purposes: Sustainable employment: by preparing high-level professionals and researchers. Personal development: through scholarly growth, academic identity formation, and reflective practice. Active citizenship: via critical research on social inclusion, education for marginalized groups, and civic engagement. Knowledge advancement and innovation: through original doctoral research and publication.

The doctoral program follows a rigorous approval process, including academic council evaluation, external peer review, and compliance with national higher education standards. Ongoing internal quality assurance mechanisms monitor academic standards and research supervision.

It is recommended that the syllabus incorporates a greater number of international books and scholarly articles to enhance global academic exposure. The program is encouraged to offer international classes or courses delivered in English, as many lecturers possess strong English language proficiency, which can support an international learning environment. The university could consider differentiating developmental aspects not only based solely on Bloom's taxonomy, but should also be based on a variety of relevant theoretical frameworks.

Students are encouraged to take an active role in their academic journey by engaging fully in both classroom and independent learning activities. They should make use of available academic resources, including international literature and research databases, to broaden their global perspective and critical thinking skills.



Furthermore, students are advised to improve their academic English proficiency, as it will enhance their ability to access international references, participate in international classes, and engage in scholarly communication. Participation in student feedback mechanisms, seminars, and academic forums is also highly recommended, as it contributes to the continuous improvement of the study program and personal academic growth.

Recommendations Community Education (Doctoral):

- International books and scholarly articles should be more integrated into the curriculum.
- Modules or individual classes should be offered in English language.

2.2.5 Curriculum Development (Master)

The Master 's Program in Curriculum Development (MPCD) seems to have integrated the strategies of working with local wisdom, towards community empowerment and through curriculum development in education. It aligns with required policies and regulations and seems to be on a positive journey towards embodying their UPI vision. In particular, it was clear that they were strengthening educational knowledge development with local wisdom-based disciplines, integrating teacher education using professional and academic skills enhancement, for social educational empowerment. Academic publication is a target for students to achieve as part of their program, encouraged and supported by academic teaching staff and the HEI. Research and community service seem to be well balanced and incorporated for local change and advancement in education through this program. The explicit intent is to ensure graduates are more ready for workforce entry, the business of education, and towards further education in higher education. Students reported gaining professional experience and developing networks through internships, community research collaborations, and coursework. Doing research in the community and with the community, to a certain extent, meant students could see the relevance of their learning, such as in applied research methodology. Roles such as Curriculum Developer, Educator, Curriculum Consultant, and Curriculum Evaluator across various levels, types and pathways of education are plausible outcomes of this program.

The structure of the program with initial intense focus on theoretical work is well matched with students also having experiences in practicing professional skills and research skills as translation into community practices and specific contexts. The expected student workload is high but students reported the advantages. These were to their volume of learning, ongoing focus, and readiness for similar levels of workload when entering professions associated with education. The expected workload is clearly defined and transparent to students.

The relationships with external stakeholders were mentioned by students, alumni, management and teaching/research staff. They felt there were strong networks to inform the design of the study program, the implementation of contextualising skills in different contexts, and delivering information for empowering the community. This included with NGO's,



education departments, community institutions and training centres. While there seemed to be some attempts at dissemination of research outcomes with community however, it seemed more could be done towards community collaboration for dissemination beyond academic journals.

Potential career opportunities seemed clear in what students reported, partially from explicit reinforcement by teaching staff, but also practice in context in roles such as researchers and community education developers. The use of internships and reflection on those internships between students expanded others' recognition of what professional work might come from such a qualification. for roles as higher education educators, researchers, analysts, and developers in community education, with entrepreneurial capabilities in consultancy.

Their 'Plan-Do-Check-Action cycle' for quality assurance was deemed useful and successful by management, students endorsing their part in this process also. Students and alumni reported this happening through survey completion around teaching, campus learning experiences, and program satisfaction. Creativity, innovation and originality is encouraged by academic advisors in students' research. Students reported an appreciation for staff and institutional assistance to submit a research paper for publication, regulated through Graduate School Research Ethics and UPI Scientific Writing Guidelines. Some students also spoke of invaluable experiences in partnership with other universities, expanding their experience of the world beyond previous experiences, refining and building on valuable skills and networks for their future.

Much of the feedback given by students, staff and managers spoke to successful actions after the evaluations of previous iterations of this program. This included opportunities to extend competencies and experiences beyond previous study programs and more professional practice in new skills such as entrepreneurship and empowering local education through nonformal and informal education.

As part of ensuring transparency, the Community Education Study Program website is linked in with the Faculty and University websites. The public access to the website guarantees stakeholders can access relevant information.

The MPCD program has the potential to meet its aims of producing 'graduates with expertise as curriculum developers, educators, evaluators, and consultants in curriculum and instructional across levels, types, and pathways of education with innovation and at institutional, national and international levels. Given what was displayed on the website (including in English), the evidence in the Self-Assessment Report, backed up through reports in interviews with students, alumni, management and academic teaching staff, UPI's principles of leading outstanding initiatives in education seems realistically reflected through this Master's program. It also echoes the four purposes of higher education of the Council of Europe.



2.2.6 Curriculum Development (Doctoral)

The university strives to play a leading role in education and research and to support society by developing qualified specialists. The study programme is designed to develop PhD-students' skills in curriculum development, research and teaching to qualify them for tasks in society. It is considered positive that the university's stated goals permeate the doctoral programme.

External stakeholders and students are involved in shaping the study programme by contributing to the development of the curriculum – this is especially important in a doctoral programme about curriculum development. The UPI works closely with representatives and experts from the education sector both government and labour market to ensure that the study programme meets the requirements of the professional field. The main objectives of the programme are to develop skills in curriculum development, research and teaching. Students should be able to analyse complex problems in curriculum development and problem-solving. The objectives of the study programme reflect the requirements of the professional field and the requirements of PhD-programmes. This is also reflected in the structure of the programme. There are core courses in Curriculum Philosophy and Theory, Curriculum Development Models, Comparative Study of Curriculum Development and Applied Research Methods. There is a wide range of additional elective courses that cover themes like policy, technology, communication or basic education. The potential career opportunities for graduates of the programme are diverse and include, among others: Curriculum developer, researcher, teacher or consultant. There are also career guidance centres and the topic of future careers is integrated in the study program. The expected student workload is sufficiently defined and transparent. Students have access to comprehensive information about the requirements of the study programme and the expected work load. However, the experts in the group consider the requirements in various areas to be high. The discussions with the participants have shown that this is also their perception, but that they are very satisfied and can manage it. It should be taken care to not increase the requirements even further.

UPI enjoys a high degree of autonomy in the design and management of various structures with different research strategies and strengths. The university can make independent decisions and take responsibility for the design and operation of the various structures. The aim of the structured programme fits well with the requirements of doctoral research. The program is designed to develop PhD-students' research and teaching skills. The expected goals are supported by a matching curriculum. The overall mission of UPI is well integrated in the programme (see above). The doctoral programme has a special focus on research that differs from the master programme, especially regarding writing the thesis. With regard to inclusion and diversity, there is little to be found in the self-report expect the topic of accessibility about physical impairment. Discussions with students have revealed that there



are various support measures in place, particularly regarding scholarships. It could be helpful to take a closer look at possible barriers to participation in the PhD-programme that are not physical but concern social inequality. The highly developed, comprehensive quality assurance program ensures that research, development and creativity are well balanced. The inspection also confirmed this impression. The research results are published: it is planned that at least two papers are published in indexed international journals. The students confirmed, that they wrote articles together with their supervisors. UPI has international and national cooperation that guarantee mobility. The attendance of conferences is seen as part of the study program. Support structures are implemented in the PhD-program as well as formats for developing leadership and teamwork skills. There is a credit system implemented that sometimes looks a bit challenging (see for comments on workload) but this could be a point of international differences.

Analogue to the Doctoral program in Community Education, more international books and scholarly articles could be integrated into the curriculum. Moreover, students would benefit from modules or individual classes offered in English language.

2.3 Conclusion

The criterion is **fulfilled**.

Recommendations Community Education (Doctoral):

- International books and scholarly articles should be more integrated into the curriculum.
- Modules or individual classes should be offered in English language.

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

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

3.1 Implementation

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

Students are encouraged to actively participate in discussions, seminars, and group assignments. They are also involved in project-based learning, where they undertake real-world projects that require them to apply their linguistic expertise to solve problems or conduct research. Lecturers and students work together to develop and explore various relevant studies, in terms of scientific content and skills in their application. Information exchange (discussions) in and outside the classroom is a hallmark of the learning process.



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

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

The study programs at UPI apply a wide range of varied and student-centered teaching and learning methods. These include project-based learning, case studies, paper assignments, scientific presentations, mini-research projects, article writing, and contributions to book chapters. The methods are well-chosen to stimulate active learning, independent thinking, and critical engagement. Based on the documentation reviewed and discussions held with lecturers and students, it can be concluded that the programs place a strong emphasis on teacher-student interaction, individualized supervision, and responsiveness to students' talents, abilities, and special needs. Overall, the variety of teaching methods is appropriate and supports a high-quality learning experience.



The programs ensure continuous evaluation and improvement of their teaching methods through systematic course evaluations. At the end of each semester, students provide feedback on the courses they have taken, covering aspects such as content relevance, teaching methods, and fairness of assessment. This evaluation process is conducted through the online platform, with results made available to the university leadership via the academic information system. These results form the basis for supervising and continuously improving teaching quality each semester.

Students have sufficient opportunities to place complaints or suggestions for improvement about teaching and learning approaches. Consultations, student unions, and especially the role of academic advisors provide several channels for voicing concerns. The academic advisors serve as a crucial point of guidance for overcoming academic challenges and planning career steps. In addition, formal channels such as the SINO Advisory System allow students to submit feedback or complaints, which are then forwarded to the Head of Study Program.

The relevant regulations and documents clearly define criteria and methods of assessment. At the start of each semester, the Semester Learning Plan (RPS) specifies the assessment framework transparently. Students thus have a clear orientation and can plan their learning strategies accordingly. The assessment processes employ both synchronous and asynchronous methods, supported by the Integrated Online Learning System, which enables transparent and efficient monitoring of student progress. Student learning outcomes are assessed through a combination of individual and group assignments, book discussions, presentations, structured tasks, midterm, and final examinations. The final grades are based on criteria consistently defined by university regulations, which ensures a reliable and fair assessment framework.

The assessment formats are well aligned with the intended learning outcomes. For example, in the Bachelor Program in Guidance and Counseling, performance-based assessments in courses such as Individual Counseling Practice and Group Guidance Practice directly measure relevant professional skills. These include building professional relationships, demonstrating empathy, facilitating group processes, and applying intervention techniques. Assessment activities, including simulations, role-play, and practice sessions with realistic case scenarios, strongly support the intended competencies in the field.

The doctoral programs demonstrate a structured implementation of the role of supervision. All lecturers in the program act as dissertation supervisors, ensuring that students receive guidance. Supervision is carefully regulated through multiple formal steps, including Dissertation Proposal Seminars, promoter assignments, documented progress in a Dissertation Supervision Book, and standardized defense procedures. The integrated



information system supports transparency and systematic monitoring of supervision processes.

Supervision contributes effectively to achieving the qualification objectives of the program. Supervisors guide students to conduct independent and critical research closely tied to the program's mission of student-centered and research-oriented curriculum development.

The supervision is structured as a collective effort, involving all lecturers of the program. Student progress is systematically tracked, and opportunities for collaborative academic engagement are enhanced through participation in faculty research projects, workshops, seminars, conferences, and other academic activities.

While the program offers a strong framework for supervision, the available information does not explicitly describe structured training activities for supervisors themselves. Although it can be assumed that supervisor's benefit from the rich academic environment and ongoing professional discourse, dedicated supervisor training or interview opportunities could be made more explicit and systematically developed.

Overall, the development of a common supervision culture is advanced, supported by shared tools, procedures, and collective lecturer involvement. Especially the strong student-centred supervision culture and the active involvement of all lecturers in supervision can be seen as especially positive.

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

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.

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.

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

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

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 admission requirements for all study programs at UPI are clearly defined and systematically regulated. For master's programs, applicants must hold a Bachelor's degree from an accredited institution with a minimum GPA of 2.75. For doctoral programs, a Master's degree with a minimum GPA of 3.00 is required. Applicants submit standard documentation (final diploma, transcripts, research plans, employer permission letters where applicable) through an online registration system, which assigns them an application number and informs them of any fees. If required, applicants undertake selection tests covering academic potential, English language skills, interviews, and subject-specific content. Overall, the admission process is transparent, well-structured, and made accessible through clear online procedures. UPI has a well-established system for monitoring student progression. Academic supervision is systematically conducted with a supervisor-to-student ratio of 1:4, enabling close personal support. Supervision occurs both face-to-face and online, depending on circumstances. Student progress is reviewed at the end of each semester, and qualification exams ensure that academic standards are maintained before further progression is permitted. Theses and dissertations undergo a structured defense and review process through multiple examination stages. Additionally, academic advisors provide continuous guidance, ensuring students remain on track and addressing challenges as they arise. Overall, these processes are robust and appropriate for monitoring and supporting student progression.

UPI implements standardized and transparent recognition procedures for modules, credits, and prior learning, in line with national regulations from the Indonesian Ministry of Education and aligned with international standards comparable to the Lisbon Recognition Convention. Credits earned are transferable both nationally and internationally, supporting academic mobility and progression. UPI participates in a wide variety of academic exchanges and international partnerships, providing clear recognition of students' previous qualifications and learning outcomes. The certification of modules, grades, and qualifications is structured to ensure transparent recognition, enabling students to advance academically or professionally nationally and internationally.

Upon graduation, students receive comprehensive documentation, including official transcripts and diploma supplements, which detail their grades, modules, and qualifications obtained. These documents are consistent with national credit system regulations and are compatible



with international requirements. They provide clear, verifiable evidence of the students' achievements, thus supporting their future academic or professional mobility.

The recruitment strategies for the Doctoral Programs in Curriculum Development and Community Education at UPI are well connected to the program's explicit outcomes of attracting and selecting academically strong, research-oriented, and professionally experienced candidates. The use of promotional activities via the program website, social media, webinars in collaboration with the National Curriculum Developers Association, and other online platforms broadens the program's reach. By systematically promoting the program's achievements and scientific focus areas, the recruitment strategy directly supports the aim of admitting high-quality students who can meet the doctoral requirements.

The admission strategy aligns with the program's qualification objectives, which focus on developing advanced research competencies and high-level curriculum development skills. The selection process includes a Computer-Based Test, an English proficiency test, and a comprehensive interview assessing motivation, readiness, scientific mastery, research plan quality, ICT skills, teamwork, reasoning, and publication experience. These criteria reflect the program's intended learning outcomes and ensure that admitted candidates have the academic background to successfully complete doctoral-level studies. Candidates with specific research interests appear to have opportunities to match with supervisors whose expertise aligns with their dissertation topic, particularly given the advanced professional and research background of the incoming students.

Transparency and accountability are ensured through the published regulations, including multiple national laws and ministerial decrees, as well as internal UPI and faculty-level strategic plans. The entire admissions process is published on official websites, supported by social media, and documented in regulations and guidelines. Information is made accessible through online platforms, webinars, and program-specific pages. The consistent implementation of these regulations and the standardized procedures ensure accountability and fairness.

The program already positions doctoral candidates as early stage researchers through its requirements for prior research experience, publication activities, and the clear expectation that candidates arrive with a research plan and a demonstrated understanding of scientific writing. The admission interviews and criteria emphasize research competence, and many candidates are already active as lecturers or researchers, which is explicitly acknowledged in their evaluation. The dual doctoral pathways further support the identification of candidates as early-stage researchers by aligning their learning trajectory with established research practices.

4.3 Conclusion

The criterion is **fulfilled**.



5 ESG Standard 1.5: Teaching staff

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

5.1 Implementation

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

The recruitment of lecturers 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

Academic teaching staff reported institutional support for scholarly activities. The staff and management talked about supporting scholarly activities of teaching staff through funding conference attendance to present their work and learn from others. They reported research training for staff, funding for staff to research, and assigning younger/less experienced staff to a more experienced academic. The faculty use publication strategies such as financial reward for staff when published. Acquiring new teaching methods and technologies seems to be dependent upon staff interest and pursuit. The university encourages research informed curriculum and for staff to research their teaching for alignment between teaching and research. The university reported partnering with other universities in and beyond Asia for International collaboration and cooperation, such as Bandung International Conference of Guidance and Counselling and a round table conference with University of Ilorin, Nigeria.

Teaching staff seem to be sufficiently qualified to carry out the programs of study. The focus on research affecting community impact, community empowerment and inclusion of local wisdom is impressive, but there seems to be a gap in deliberately extending to learn about, incorporate and develop staff strengths in more recent epistemologies/methodologies. In some instances, such were explained as being not aligned with religious beliefs of Islam or it just happened to not be anyone's interest (e.g. trans theory, new materialism). Inclusion of emerging theories and methodologies could be developed for optimization of knowledge development and research as an institution, building on the strengths of community-focussed effects.

The recruitment processes are clear and transparent. The university has a set of guidelines and procedures for staff recruitment and development. Recruitment is supported by a study program management unit. Leadership meetings are carried out, there is an integrated system that looks for certification of lecturers, employee work targets and so on. UPI supports the teaching staff in adopting new teaching methods and technologies by providing professional development programs and other resources. The university has a range of professional



development programs and other resources needed to adopt new teaching methods and technologies.

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

The UPI Library is in front of the Faculty of Education building, situated in the central area of the campus, making it easily accessible to both students and lecturers. Its collection of books and articles can be accessed via <http://perpustakaan.upi.edu>.

All services for lecturers, students, and administrative staff are integrated into an online system at <https://si.upi.edu/>.

The diverse learning needs of students are supported by the program through various formats, including online, offline, and blended learning. Several tools are used, such as Zoom, Google Meet, and the UPI online platform (<https://spot.upi.edu/>). Academic advising can also be conducted online through <https://perwalian.upi.edu/>.

Active students and prospective graduates are provided with career access and guidance to prepare for employment and graduation through the Career Development Center (CDC). Students' academic needs are further supported by various scholarships, including those from the central government, local governments, and CSR programs, which have specific eligibility criteria and can be accessed online via the Directorate of Student Affairs.

The single tuition fee (Uang Kuliah Tunggal, or UKT) paid by each student varies based on their parents' income. Universities categorize students into several UKT groups according to their family income level. Students from lower-income families generally pay a smaller UKT amount, while those from higher-income families are charged a larger UKT.

The study programs are located on the 6th floor of the Faculty of Educational Sciences (FIP) building, with adequate facilities and infrastructure, occupying a total area of 6,139 m². This building and land area are utilized for faculty administrative offices, study program offices, faculty offices, lecture rooms, and reading rooms, laboratories, secretariat rooms, cafeterias, student activity spaces, and more. FIP also provides other supporting facilities, including networked computers equipped with printers, scanners, telephones, air conditioning, desks, chairs, internet access, and other amenities



6.2 Assessment

The physical infrastructure—including classrooms, libraries, laboratories, and IT resources—is adequate and conducive to achieving the qualification objectives of the programs. Classrooms are equipped with smart boards and multimedia tools. The library offers physical and digital resources relevant to community education. Internet connectivity and access to academic databases are reliable.

The administrative and supervisory staff are well-qualified and sufficiently allocated. Staff members are trained to support both domestic and international students, including mobility programs. They are knowledgeable about academic procedures and student support services, providing timely assistance to students and faculty.

UPI offers modern classrooms, computer labs, internet access, and digital learning platforms that support interactive and student-centered learning. Classrooms are equipped with multimedia tools that facilitate blended and project-based learning. Graduate and doctoral students benefit from research spaces, seminar rooms, and access to online databases for independent studies. Field practice and community engagement activities are supported with necessary logistics and supervision, allowing students to apply theoretical knowledge in real-life settings, which is a core aspect of community education.

The university accommodates students from diverse academic, cultural, and socio-economic backgrounds. Learning materials are adapted to be inclusive and accessible, and academic advisors are available for individual support.

Course materials and services are designed to promote self-directed learning. Digital learning platforms and blended learning models allow students to engage with content flexibly.

The use of e-learning, modular content, and asynchronous sessions supports diverse learning styles and time constraints, especially for working students or those involved in community outreach.

The university's internal quality assurance system includes regular audits of infrastructure, feedback from students, and periodic reviews of services. Students can report issues with facilities through online systems or academic forums. Information about available services (e.g., counselling, IT help, library services) is communicated through multiple channels including email, orientation sessions, and the student portal.

Opportunities for ongoing training and professional development for administrative and support staff are available and encouraged. Training focuses on digital literacy, academic advising, and international program management. This ensures that staff competencies evolve with educational trends and student needs.

The PhD programs demonstrate a commitment to providing adequate and sustainable funding to support doctoral candidates throughout their study period. Funding sources include internal university scholarships, government grants (e.g., from the Ministry of Education), and



competitive research grants secured by faculty members. These funding schemes help cover tuition fees, research expenses, and, in some cases, living allowances.

Specific funding opportunities are tailored to the unique needs of doctoral candidates. These include: Research stipends linked to faculty research projects. Travel grants for conference presentations and fieldwork. Dissertation support funds for data collection and analysis. Assistantship programs (teaching or research) that provide stipends while building academic skills.

Information about available funding is made accessible through the university's graduate school website and during student orientation. The selection process is competitive but transparent, with clear criteria and timelines.

The institution is proactive in maintaining and expanding funding by partnering with external agencies, NGOs, and international donors. Faculty are encouraged to include doctoral candidate support in grant proposals to ensure ongoing financial resources.

The university could consider extending external partnerships to increase the availability of international fellowships. Moreover, providing financial literacy and proposal writing workshops would help students gain larger access to competitive grants. The university could further ensure timely disbursement and reporting to reduce administrative delays.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

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

7.1 Implementation

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

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

The information system infrastructure includes platforms such as SIAK (Academic Information System) for student-related academic activities, SISTER (Integrated Resource Information



System) for faculty performance management, and a financial management system (SIKU) that oversees planning, usage, and reporting of funds. The information systems enable real-time monitoring of student academic activities, lecturer performance, and institutional achievements, all connected through centralized data centres accessible via e-plan and e-reporting systems.

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

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

7.2 Assessment

UPI has implemented a structured and integrated information management system for collecting and analysing data related to study programs and institutional activities. The Academic Information System (SIAK) captures information on student contracts, academic supervision, examinations, and learning outcomes. The BKD, SISTER, SKP, and Simlitabmas applications comprehensively document lecturer performance, research activities, and community engagement.

The data collected through UPI's systems appears to be highly complete and covers all relevant areas for internal quality assurance, from student performance and satisfaction to lecturer workload, research productivity, and financial accountability. Timeliness is supported by continuous updates, semester-based monitoring cycles, and annual planning and reporting processes. The usability of the data is strong, as the information is systematically analyzed and linked to university and faculty-level targets (IKU), allowing data-driven decision-making, curriculum revisions, and policy improvements. The integration of academic, financial, and HR data ensures that the internal quality assurance system operates on a holistic and evidence-based foundation.



Participation from both students and employees is supported through multiple channels. Students contribute data through SIAK regarding course contracts, performance, and guidance processes, while student affairs systems capture data on scholarships, achievements, career guidance, and tracer studies. Employees, including lecturers and administrative staff, regularly input data into the BKD, SISTER, SKP, and Simlitabmas systems, ensuring comprehensive coverage of their educational, research, and service activities. Follow-up activities are planned collaboratively at program, faculty, and university levels, supported by e-planning and e-reporting systems. Socialization of these systems via websites, SMS broadcasts, and email further strengthens the participation and engagement of all stakeholders in the data supply and evaluation processes. Thus, the information management system at UPI is highly integrated and well-defined, providing a foundation for managing educational quality.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

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

8.1 Implementation

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

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



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

8.2 Assessment

The university has demonstrated commendable efforts to disseminate public information across multiple platforms. The university's official website is publicly accessible and contains an English version to serve international stakeholders. Information is also disseminated via social media platforms and brochures. Each faculty and department provides detailed outlines of study programmes, including curriculum structure, credit allocation, and learning outcomes. Generally, the information provided by the university is clear and accessible.

8.3 Conclusion

The criterion is **fulfilled**.

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

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

9.1 Implementation

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

To ensure quality, the study programs undertake a comprehensive curriculum review, every five years and periodic syllabus reviews at the beginning of each semester. Lecture monitoring is enhanced using lecture minutes, ensuring student involvement. Attendance policies require



a minimum of 80% attendance for course evaluation. Students evaluate lectures at the end of each semester via questionnaires. Continuous guidance is provided by academic supervisors, focusing on study planning and completion. Performance achievement reports are prepared, followed by internal audits and management reviews for corrective actions and continuous improvement.

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

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

9.2 Assessment

The processes for continuous monitoring and systematic readjustment of the study programmes at the Higher Education Institution (HEI) are well-structured, inclusive, and consistently applied. A closed-loop system is in place, ensuring regular internal reviews at both the faculty and programme levels, with quarterly evaluations and direct feedback loops to responsible staff. This system actively involves relevant status groups, including academic staff, administrative personnel, and students, whose feedback is regularly gathered and integrated into programme development through surveys, meetings, and structured dialogue formats. Instruments for curriculum development clearly take into account the latest disciplinary research, as reflected in the integration of national and international research cooperation, including doctoral publication requirements and research-based teaching.

The institution demonstrates a clear responsiveness to changing societal needs, as seen in the inclusion of community-based education, multicultural counselling practices, and local wisdom. Student workload is carefully calibrated through a structured credit system based on national standards (e.g., 24 SKS), and regularly reviewed through student satisfaction surveys and academic supervision. Completion rates and student progress are supported by individual academic advising, peer counselling, and structured supervision, particularly in postgraduate programmes. Assessment procedures are well-defined and consistently applied, with clearly regulated exam attendance, opportunities for reassessment, and transparent feedback processes.

Students' expectations, needs, and satisfaction are regularly monitored through end-of-semester evaluations, targeted feedback mechanisms (such as the PMBECAUP "aspiration box"), and active student-faculty communication channels. The learning environment is fit for



purpose, offering access to modern IT, inclusive facilities, academic counselling, and a digital infrastructure that supports both flexibility and accessibility. Students and stakeholders are directly involved in programme design and review through informal and formal mechanisms, such as student representation, faculty meetings, and structured interaction with department heads. The results of evaluations and curriculum reviews are communicated transparently to students, with documented follow-up actions and visible improvements, e.g., enhanced IT services and teaching quality.

Particularly positive is the strong integration of research, teaching, and community engagement, alongside the institution's commitment to inclusion, flexibility, and student empowerment. Furthermore, the HEI fosters student-centred learning through a wide range of pathways (e.g., independent study, internships, cultural immersion). Areas for further optimisation include strengthening visibility and accessibility of digital information platforms and continuing to expand cross-sectoral and international partnerships.

To further strengthen the development process, it is recommended to integrate more systematic data analysis (e.g., longitudinal studies, external peer reviews) and to involve a wider range of international perspectives in curriculum planning.

Recent research publications should be more systematically embedded into syllabi and student involvement in research-based learning activities should be further promoted.

Overall, the institution demonstrates a robust, forward-thinking, and participatory quality culture that effectively supports the continuous enhancement of its study programmes.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

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

10.1 Implementation

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

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



needs of the relevant stakeholders. In the long term, UPI quality assurance is carried out to realize the vision of UPI.

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

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

10.2 Assessment

UPI demonstrates a strong commitment to external quality assurance (EQA) as part of its continuous quality improvement strategy. The institution actively engages with national and international accreditation bodies to ensure that its programs meet academic and professional standards. Engagement with National Accreditation Bodies: UPI complies with LAMDIK



(Lembaga Akreditasi Mandiri Kependidikan) and BAN-PT requirements for program and institutional accreditation. Periodic external reviews are conducted, and UPI has successfully maintained high accreditation ratings across all study programs, including Community Education. The study programs participate in international accreditation and audit processes (e.g., by ASEAN University Network Quality Assurance – AUN-QA, and European agencies like ACQUIN or AQAS for selected programs). UPI is progressively aligning its programs with European Standards and Guidelines (ESG) to meet global benchmarks, especially at the postgraduate level.

UPI's internal quality assurance (IQA) system is appropriate, comprehensive, and well-structured. It operates effectively across different organizational levels and includes participation from various status groups within the university community.

Organisational Levels Covered : Institutional Level: The *Lembaga Penjaminan Mutu (LPM)* oversees the overall quality assurance framework, coordinates audits, and ensures alignment with national standards and university goals. Faculty Level: Each faculty, including the Faculty of Education, has a *Gugus Kendali Mutu (GKM)* that monitors academic quality at the program and faculty levels. Program Level: Study Programs (Prodi) have designated QA teams responsible for curriculum evaluation, learning outcomes, and assessment practices.

UPI's quality assurance (QA) system is well-aligned with the relevant national legal framework and regulatory requirements, ensuring compliance with education laws, accreditation standards, and higher education policies. Legal and Regulatory Alignment :

UPI's QA practices are based on *Standar Nasional Pendidikan Tinggi (SN-Dikti)* as regulated by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek).; The QA framework addresses the eight national standards: content, learning process, graduate competence, lecturers, facilities, management, financing, and learning assessment.

Accreditation Regulations : The QA system adheres to the criteria and procedures established by LAMDIK (for education programs) and BAN-PT (for institutional accreditation), ensuring that quality standards are met and documented.

UPI has formalized its QA policy in accordance with Government Regulation No. 4/2014 on Higher Education and University Statutes, ensuring legal compliance and institutional autonomy.

The implementation of PDCA (Plan-Do-Check-Act) principles is institutionalized as part of legal quality management standards, reflecting best practices in national and international QA systems.

All faculties and programs must design and evaluate their curriculum, assessments, and resources based on national regulations. Regular QA reports are submitted to internal governance units and external bodies to demonstrate legal compliance.



The QA system at UPI plays a central role in confirming the implementation of internal quality standards (QS) and continuously stimulating academic and administrative improvements across all levels of the institution.

UPI has established a clear and documented internal QA policy that aligns with national standards (SN-Dikti) and institutional objectives.; The *Lembaga Penjaminan Mutu (LPM)* ensures that internal standards are implemented consistently across all faculties and programs, including Community Education.

Internal Quality Audits (Audit Mutu Internal) are conducted periodically to verify compliance with academic and operational standards.; Results of audits are reviewed by university leadership and used to validate the effectiveness of existing processes.

Internal QS are measured using key indicators such as curriculum relevance, graduate competencies, research productivity, student satisfaction, and service delivery. These indicators help track whether academic units meet institutional and national expectations.

UPI's QA system demonstrates a commendable level of transparency in providing information about the quality of the university's academic and administrative activities. The institution regularly communicates its quality achievements, accreditation status, and improvement initiatives to internal stakeholders and the public.

Quality assurance findings, audit results, and performance indicators are shared through internal reports, faculty meetings, and academic senate sessions. Lecturers and staff receive access to relevant QA data for program evaluation and planning purposes.

UPI uses internal platforms such as the *Sistem Informasi Penjaminan Mutu (SIPPM)* and *Sistem Akademik* to distribute QA data to academic units and leadership. ; Student satisfaction surveys, tracer study results, and evaluation summaries are discussed within faculties to guide improvements.

UPI has demonstrated a structured and responsive approach in considering the follow-up activities from previous external quality assurance (EQA) reviews when preparing for subsequent procedures. The institution integrates lessons learned and prior recommendations into its quality enhancement processes at both program and institutional levels.

UPI prepares formal action plans after each EQA process, detailing steps to address strengths, weaknesses, and recommendations from accreditation bodies such as BAN-PT, LAMDIK, or international QA agencies.; These action plans are monitored periodically by the *Lembaga Penjaminan Mutu (LPM)* and program-level QA units.

For upcoming EQA cycles, UPI uses documentation of previous audit results, improvements implemented, and data trends to demonstrate institutional responsiveness and commitment to quality improvement. The institution includes impact analysis of past QA changes in its self-evaluation reports (SERs).



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 "Guidance and Counselling" (Bachelor), "Community Education" (Bachelor/Master/Doctoral), "Curriculum Development (Master/Doctoral) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations for doctoral programs, and the national relevant regulations.

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

[The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) 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.

For PhD programmes additionally apply

- Salzburg Recommendation 8: Quality and accountability
- Salzburg Recommendation 12: Legal framework
- Salzburg Recommendation 13: Intersectoral collaboration

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.

For PhD programmes additionally apply

- Salzburg Recommendation 11: Autonomy
- Salzburg Recommendation 1: Research as the basis and the difference
- Salzburg Recommendation 2: Critical mass and critical diversity
- Salzburg Recommendation 5: Outcomes
- Salzburg Recommendation 7: Credits
- Salzburg Recommendation 9: Internationalisation
- Salzburg Recommendation 6: Career development

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.

For PhD programmes additionally apply

- Salzburg Recommendation 4: Supervision

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.

For PhD programmes additionally apply

- Salzburg Recommendation 3: Recruitment, recognition, and certification

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.

For PhD programmes additionally apply

- Salzburg Recommendation 10: Funding

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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

The criterion is **fulfilled**.

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



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

Salzburg Recommendations:

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

2 Accreditation Recommendation

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

Recommendations for specific study programs**Recommendations Community Education (Doctoral) and Curriculum Development (Doctoral):**

- International books and scholarly articles should be more integrated into the curriculum.
- Modules or individual classes should be offered in English language.



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 decided on its meeting on the 25 September 2025:

Guidance and Counselling (Bachelor)

The study programme “Guidance and Counselling” (Bachelor) is accredited without any conditions.

The accreditation is valid until 30 September 2031.

Community Education (Bachelor/Master/Doctoral)

The study programmes “Community Education” (Bachelor/Master/Doctoral) are accredited without any conditions.

The accreditation is valid until 30 September 2031.

Curriculum Development (Master/Doctoral)

The study programmes “Curriculum Development” (Master/Doctoral) are accredited without any conditions.

The accreditation is valid until 30 September 2031.

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

- International books and scholarly articles should be more integrated into the curriculum.
- Modules or individual classes should be offered in English language.

