

Accreditation Report

University of Bengkulu (Sumatra/Indonesia)

Bachelor in Early Childhood Teacher Education (BECTE), Bachelor in Guidance and Counselling (BGC), Bachelor in English Language Education (BELE), Bachelor in Indonesian Language Education (BILE), Bachelor in Elementary Teacher Education (BETE), Bachelor in Physical Education (BPE), Bachelor in Non-formal Education (BNE)

Magister in English Language Education (MELE), Magister in Indonesian Education (MILE), Magister in Educational Technology (MET), Magister in Educational Administration (MEA), Magister in Elementary Education (MEE)

I Procedure

Date of contract: 31 March 2022

Date of the submission of self-assessment report: 9 November 2022

Date of site visit: 22 November 2022

Attendance by ACQUIN office: Clemens Bockmann

Accreditation decision scheduled: 25 September 2023

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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 programme(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. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

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

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

Main objective of the accreditation procedure is to assess the quality of the study programmes 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 taken into account.

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 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 programmes.

1 The Higher Education System in Indonesia

1.1 Historical development

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

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

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 programmes 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 programmes 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 programmes 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 Habib – he had 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, p. 8, 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 programmes.

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

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

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and univer-

sities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

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

At a state university, undergraduate studies (bachelor's degree) cost up to Rp. 10,000,000 (approx. 690 euros) per semester for Economic Studies, Social Sciences and Humanities, up to Rp. 15,000,000 (approx. 1,035 euros) for Engineering and up to Rp. 23,000,000 (approx. 1,590 euros) for medical studies. For the master's programme (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 programme, 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 programme, 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 either state as well as private.

Fully academic education with the degrees S1, S2 and S3 (which are equivalent to a bachelor's, a master's 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) studying 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").

Similar to 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 programmes 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 programmes in Indonesia is the National Accreditation Authority BAN-PT (Badan Akreditasi Nasional Perguruan Tinggi), 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 programmes. 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 programmes 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 programmes 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 programmes at private universities (Pendidikan Tinggi 2020 statistics, p. 24f).

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 University of Bengkulu

2.1 General Information

The University of Bengkulu (UNIB) is a state university under the authority of Ministry of Education, Culture, Research, and Technology located in Bengkulu city of Bengkulu province. The University of Bengkulu was established based on the Regulation of the President of Republic Indonesia Number 17 of 1982 on the Establishment of the University of Bengkulu on March 31st, 1982, and it was officially opened on April 24th, 1982.

The strategic plans of the Ministry that are relevant to the university emphasising on

1. Quality and relevance focused on students' development;
2. Developing the students' character;
3. Qualified educational access expansion, especially through equitable and inclusive affirmation;
4. Preserving and advancing not only Indonesian culture, language, and literature but also its main impact on education.

At the end of 2021 the UNIB had 8 faculties with 81 study programmes in all levels of tertiary education. There are 5 study programmes on doctoral level, 21 study programmes with magister degree, 44 study programmes with bachelor degree, 9 study programmes with vocational or diploma level.

UNIB employs 819 lecturers – consisting of teaching staff (18%), Assistant Professors (38%), Associate Professors (37%) and Professors (7%) – and 308 other staff (librarians, lab assistants, administrators).

The number of active students at the University of Bengkulu in the odd semester 2021/2022 is 21,932 students, consisting of 1,286 vocational students, 18,755 bachelor students, 1,563 magister students, 161 doctoral students, and 167 students in profession programmes.

2.2 The Faculty of Teacher Training and Education

The Faculty of Teacher Training and Education of the University of Bengkulu (FKIP) has the vision to become a “World Class Educational Personnel Education Institution 2025”. This vision is a mandate and an elaboration of UNIB’s vision as a “World Class University in 2025”. FKIP has made various efforts to realise this vision, especially by technique promotions through the Web.

FKIP currently has grown into a large faculty within and outside UNIB. FKIP is one of the State FKIPs in Indonesia which has received the mandate to organise the Integrated Teacher Profession Programme (PPGT) since 2011. Moreover, most of its study programmes have been accredited by the Board of National Accreditation for Higher Education with good qualifications.

It also has a wide choice of study programmes ranging from Vocation (D-III), Bachelor (S1), Magister (S2), and Doctor (S3) programmes. Additionally, both national and international collaborations are conducted continually. Furthermore, the students studying at FKIP consist of various ethnicities and multinational backgrounds.

3 General information on the study programme(s)

3.1 Bachelor in Early Childhood Teacher Education (BECTE)

Location	University of Bengkulu
Date of introduction	September 2007
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	223 ECTS
Number of study places	80
Number of students currently enrolled	389
Average number of graduates per year	50
Form of study	Full-time
Tuition fee	34 USD to 371 USD per semester

3.2 Bachelor in Guidance and Counselling (BGC)

Location	University of Bengkulu
Date of introduction	June 2010
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	220.5 ECTS
Number of study places	80
Number of students currently enrolled	389
Average number of graduates per year	50
Form of study	Full-time
Tuition fee	33.75 USD to 277.56 USD per semester

3.3 Bachelor in English Language Education (BELE)

Location	University of Bengkulu
Date of introduction	1993
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	225
Number of study places	120
Number of students currently enrolled	552
Average number of graduates per year	47
Form of study	Full-time
Tuition fee	56.69 USD to 1151.54 USD per semester

3.4 Bachelor in Indonesian Language Education (BILE)

Location	University of Bengkulu
Date of introduction	July 1984
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	223.48 ECTS
Number of study places	110
Number of students currently enrolled	447
Average number of graduates per year	58
Form of study	Full-time
Tuition fee	44.42 USD to 304 USD per semester

3.5 Bachelor in Elementary Teacher Education (BETE)

Location	University of Bengkulu
Date of introduction	January 2001
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	230,4 ECTS
Number of study places	148
Number of students currently enrolled	628
Average number of graduates per year	80
Form of study	Full-time
Tuition fee	56.69 USD to 1151.54 USD per semester

3.6 Bachelor in Physical Education (BPE)

Location	University of Bengkulu
Date of introduction	June 2009
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	223.5 ECTS
Number of study places	98
Number of students currently enrolled	362
Average number of graduates per year	60
Form of study	Full-time
Tuition fee	67 USD to 384 USD per semester

3.7 Bachelor in Non-formal Education (BNE)

Location	University of Bengkulu
Date of introduction	2002
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	4 Years
Number of ECTS credits	228
Number of study places	80
Number of students currently enrolled	222
Average number of graduates per year	32
Form of study	Full-time
Tuition fee	35 USD to 1151.54 USD

3.8 Magister in English Language Education (MELE)

Location	University of Bengkulu
Date of introduction	October 2014
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	2 Years
Number of ECTS credits	66
Number of study places	40
Number of students currently enrolled	67
Average number of graduates per year	25
Form of study	Full-time
Tuition fee	353.33 USD to 400 USD per semester

3.9 Magister in Indonesian Language Education (MILE)

Location	University of Bengkulu
Date of introduction	August 2007
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	2 Years
Number of ECTS credits	60,4 ECTS
Number of study places	40
Number of students currently enrolled	50
Average number of graduates per year	20
Form of study	Full-time
Tuition fee	356 USD to 409,3 USD per semester

3.10 Magister in Educational Technology (MET)

Location	University of Bengkulu
Date of introduction	July 2009
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	2 Years
Number of ECTS credits	68.8 ECTS
Number of study places	60
Number of students currently enrolled	158
Average number of graduates per year	56
Form of study	Full-time
Tuition fee	285 USD to 529 USD per semester

3.11 Magister in Educational Administration (MEA)

Location	University of Bengkulu
Date of introduction	July 2004
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	2 Years
Number of ECTS credits	64.5 ECTS
Number of study places	80
Number of students currently enrolled	183
Average number of graduates per year	80
Form of study	Full-time
Tuition fee	342.6 USD to 409.3 USD per semester

3.12 Magister in Elementary Education (MEE)

Location	University of Bengkulu
Date of introduction	February 2016
Faculty/ department	Faculty of Education and Teacher Training
Standard period of study (semesters)	2 Years
Number of ECTS credits	67.2 ECTS
Number of study places	75
Number of students currently enrolled	129
Average number of graduates per year	50
Form of study	Full-time
Tuition fee	345 USD to 413 USD per semester

III Implementation and assessment of the criteria

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 Status

1.1.1 Overall Strategy: Vision, Mission, Values

The Quality Assurance Policy derives from the overall vision, mission, and values of the UNIB.

The university's vision is "Becoming a world-class university in 2025". UNIB strives to be excellent, cultured, and globally competitive.

To fulfil this vision, UNIB has formulated the following targets in its mission statement:

1. To develop a world-class education and research.
2. To produce works with Intellectual Properties Rights (IPR).
3. To conduct service in accordance with the needs of local, national, and international society.
4. To develop a good and clean university governance system.
5. Performing the integration of Tri Dharma activities (see below) that have an impact on the development of science, society, and national resilience.

The UNIB aims to implement the equality and diversity of the community in carrying out the educational process at the bachelor, master, and doctoral levels in science, technology, and arts. The implementation should be in accordance with the main values of UNIB. These are:

1. Culture
2. Innovation
3. Humanity
4. Leadership
5. Integrity
6. Transparency
7. Academic Freedom
8. Divinity

The UNIB formulated these values into several policies implemented at the study programme level. They are:

1. Outlining of UNIB's Long-Term Development Plan (henceforth RPJP – Rencana Pembangunan Jangka Panjang) in the form of strategic stages of medium-term development for 10 years and short-term development for 5 years in the 2020 – 2045 period.
2. The availability of a strategic programme steering target implementation based on priorities.
3. Providing guidance and guidelines in preparing the Strategic Business Plan of UNIB.
4. The achievement and assessment indicators are available to the performance monitoring and evaluation system.
5. Guideline for the academic community and educational staff to collaborate with all stakeholders. Further, to development of the Tri Dharma of higher education at the University of Bengkulu and to improve staff quality by being excellent, cultured and internationally competitive.

The implementation of vision, missions, and values of a university is called the “Tri Dharma” of higher education which includes education, research, and community service:

- The education pillar is implemented in the form of education administration including vocation, academic, and postgraduate programme study.
- The research pillar is implemented to conduct qualified, innovative, and up-to-date research to solve scientific, social, and humanity problems.
- The community service pillar is implemented to introduce and to apply lecturers' and students' ideas and research results in society to contribute to national and regional development.

The Tri Dharma is implemented through the study programmes at UNIB with the coordination of the Office of Research and Community Service.

The arrangement of the vision, mission, objectives, and strategies (VMTS) involved internal and external parties. Internal parties include lecturers and students. While external parties include potential employers and parties who use the services of the Engineering Faculty: government agencies, private companies, business communities, etc. The process was officially accommodated through a workshop.

This overall vision, mission and values are the basis for the faculty's own vision and mission. The Vision of FT UNIB is: “Becoming an excellent, unique and competitive faculty in Asia”. The Mission of the FT UNIB for the year 2020-24 consists of eight elements:

1. Organising professional and service-oriented governance.
2. Organising quality education with emphasis on creativity and morality.
3. Improving the quality of scientific publications both nationally and internationally by excellence in research.
4. Creating a good academic atmosphere.
5. Setting the quality as the primary orientation in resource management.
6. Carrying out community service and national and international cooperation.
7. Utilising Information Technology (IT) for a more effective and efficient academic administration.
8. Producing creative, independent, and competitive graduates.

1.1.2 Quality Assurance Framework

The UNIB has a quality assurance system which consists of different policies of Indonesian Higher Education Quality Assurance:

- With the “Internal Quality Assurance System” (Sistem Penjamin Mutu Internal – SPMI), the University of Bengkulu always strives to improve the quality of education in a planned and sustainable manner. The implementation of SPMI at the University of Bengkulu starts from the university level to the study programme level to maintain the educational quality. SPMI of the University of Bengkulu as a sub-system from the education quality assurance system has particular functions:
 - Preparation of internal quality assurance standards both academic and non-academic.
 - Carry out monitoring, audits, and internal quality assessments.
 - Coordinate the implementation of improvement and development of academic and non-academic quality.
 - Carry out institutional administration functions from planning, budgeting, implementation, assessment, and reporting.
- The evaluation of the Implementation of Higher Education Standards is carried out through an “Internal Quality Audit” (Audit Mutu Internal – AMI). AMI is a systematic, independent, and documented assessment process. AMI ensures that the implementation of activities in the university are following the procedures and that the results are in accordance with the standards to achieve institutional goals.

- To strengthen the content of curricula and respond to changes and existing needs of the labour market, external and internal stakeholders are involved and asked for their input. External stakeholders are for example graduates, graduate employers including the government agencies, private companies, and business communities.

The Scope of the SPMI is defined as: “SPMI’s policy that covers all aspects of the implementation of the Tri Dharma of higher education, research and service, with the main focus on learning aspects and other aspects that support learning aspects. This focus on learning aspects is intended as an initial or pioneering step, because gradually the focus of the SPMI policy scope will be developed.”

Every faculty of the university has its own quality assurance unit (UPM) that monitors the learning process and conducts exit surveys, and checks on lecturers’ teaching performance:

- The course evaluation by the students are carried out every semester at the end of each study period. The evaluation of the teachers concentrate on four aspects: pedagogic, social, personal and professional performance.
- The exit surveys are carried out biannually to evaluate implementation of thesis guidance and academic services in laboratories, study programmes, departments, and faculties.

UPM findings are followed up by the Vice Dean of the Academic Division.

1.2 Assessment

The UNIB provides a detailed and publicly available Quality Assurance Policy, which on the one hand refers to relevant laws, regulations and rules of external stakeholders (government, ministries, Accreditation Council) and on the other hand is intertwined with internal strategy development. The quality assurance policy at the UNIB is highly regulated by state laws that define the purpose of the universities policies (e.g., the Tri Dharma), the organization of the quality assurance units (e.g., SPMI), and the level of operation of the study programmes (Indonesian Qualification Framework). However, as the legal framework defines the range of policies and the instruments to be used, the UNIB has to give substance to the framework. And according to the information presented and the impression of the discussions with UNIB-stakeholders, the UNIB filled the framework ambitiously.

The UNIB has a clear vision and mission statement as well as core values that formulate the policies for the next decades. These (VMTS) are constantly revised and broken down into five to ten-year development plans that are closely monitored by a strategic business plan. The quality policy intends to pursue the long-term goal of becoming an internationally competitive university that simultaneously meets the needs of the regional and national needs of society. The goals are certainly ambitious and may be difficult to achieve in the short run. With a long-

term perspective and with regard to teaching quality, the goals may however well be achievable with consistent implementation of the recommendations made in this report.

According to members of the university management, faculties and students, especially the internationalization of the university should be further expanded in the future. The quality goals and processes required for this are described in a comprehensible manner in the self-report and are largely shared by the stakeholders involved. These include, for example, ensuring high-quality education that meets international academic standards and provides students with competencies relevant to the labor market.

At the heart of the quality assurance system sits the SPMI. It is a rather large department with 18 employees covering all aspects of quality assurance. The formally submitted and extensively documented quality management system represents the link between the overarching quality strategy and study quality at the level of the study programmes and the individual courses. It is clear to the expert panel that different stakeholders (government, students, employers, community) participate in the development of the quality policy and are willing to take joint responsibility for quality assurance in study programs and teaching, could also be confirmed from the various discussion rounds.

The quality assurance policy should reflect a clear relationship between research and academic teaching. The implementation of vision, missions, and values of a university is called the Tri Dharma of higher education which includes education, research, and community service. The education pillar is implemented in the form of education administration including vocation, academic, and postgraduate programme study. The research pillar is implemented to conduct qualified, innovative, and updated research to solve scientific, social, and humanity problems. The community service pillar is implemented to introduce and to apply lecturers' and students' ideas and research results in society in order to contribute to national and regional development. From the self-evaluation-report and the discussion sessions with university stakeholders, it is clear to the expert panel that the UNIB is making great efforts to put the so-called Tri Dharma into practice.

A special feature of the FKIP is the high practical and regional orientation in research. This is evidenced by the profiles of the lecturers as well as the results from the discussion rounds. The high level of practical relevance is quite typical for research in educational science and pedagogy, which often deals with quite specific and individual case-related issues due to the national characteristics of educational systems. A future challenge will be to link the so far rather practice-oriented research with the international research discourse in order to promote internationalization also on the level of knowledge production and dissemination in the field of educational.

Overall, the report demonstrates that the entire university - from leadership to the individual study programs – attaches great importance to a formally structured quality policy. Extensive data is collected and, according to the respondents, used for improvement processes at the level of the study programs and the individual courses. It should be noted somewhat critically that the quality policy to date is very strongly related to measurement and quality control. Quality development that is interlinked with the academic culture also requires an open approach to criticism and reflecting upon challenges. There may still be a need for improvement here in order to give the quality policy an even stronger learning and development perspective.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme 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 Status

2.1.1 General Information

FKIP manages one diploma programme, 12 undergraduate study programmes, one professional programme, seven master programmes, and one doctoral programme. All these programmes have obtained accreditation from BAN-PT, with 41% being accredited with an “Excellent” (A) rank and 59% being accredited with a Good (B) rank.

The vision that has been set will be achieved through the missions of FKIP:

1. Organizing education and learning in a professional and accountable manner;
2. Organizing and developing competitive and productive programmes to meet local, national and international educational needs;
3. Organizing educational research with the status of Intellectual Property Rights;
4. Organizing community service based on educational needs;
5. Organizing community service based on educational needs; and
6. Developing a great and correct FKIP UNIB governance system.

The strategy of achieving the vision, missions, and goals is carried out through systematic and measurable mechanisms:

1. Analysing the entire programme and selecting priority programmes;
2. Preparing conditions and requirements for implementing priority programmes;
3. Implementing other programmes that are routine to manifest the strategic plan at each stage of achievement;
4. Organizing new programmes from the Ministry of Education and Culture that are oriented towards the achievement of the key indicator;
5. Conducting quality assurance: Monitoring and Evaluation (Monev), internal and external audits of academic, financial and asset programmes; and
6. Reporting on programme accountability.

These strategies are based on the FKIP Strategic Plan for 2020-2024 and the University of Bengkulu Business Plan for 2019-2024.

The strategy of achieving the vision and missions is implemented through an academic policy in the form of a curriculum which is designed through focus group discussions with students, academic staff and stakeholders. The derivative of the academic policies refers to the Rector's Decree Number 25 of 2020. Curriculum development in all study programmes at the FKIP is based on the FKIP vision of achievement as a World-Class Institute of Education and Education Personnel (LPTK) in 2025. FKIP achievement as a world-class LPTK has been seen through cooperation in the field of education, research and community service with various universities at national and international levels. The curriculum offered by FKIP is also based on the Indonesian National Qualification Framework (KKNI).

The curriculum development follows the vision by providing compulsory English courses given to second-semester students. Students must pass the TOEFL with a minimum score of 400 for the Bachelor Programme, 425 for the Magister Programme, and 500 for the Doctoral Programme before they graduate. In addition, as a requirement for Master examinations, students must publish articles in reputable journals (minimum accredited by the Indonesian Government Science and Technology Index – SINTA). For Doctoral students, they must publish articles in reputable international journals (SINTA Level 2/DOAJ).

The curriculum structure developed by the FKIP is directed at responding to the challenges of changing global conditions to equip 21st-century skills (critical thinking, creativity, problem-solving, innovation, and communicative abilities). The compiled curriculum also takes into account the level of development of students who are in adolescent development. Students are directed to master some competencies (e.g., attitudes, knowledge, general and special skills) that can be used as prospective educators and professional education personnel. These competencies are provided by mandatory course of the university and faculty that all students have to attend. The university's compulsory subjects are Religious Education, Indonesian, English, Pancasila, Civil Education, Computer and Programming, Community Service, and Entrepreneurship. The faculty's compulsory subjects are Philosophy of Education, Education Management, Student Development, Curriculum and Learning, and Research Creativity.

The learning applied uses a transformative pedagogic approach that consists of the following aspects:

- student-centred;
- improving skills that integrate hard skills and soft skills;
- integration of attitudes, knowledge, general skills and specific skills;
- andragogy-adult learning principle;
- supporting collaboration among students and students-lecturers;
- using various ICT-based learning tools; and
- effective feedback between lecturers and students.

FKIP has revised and reviewed the curricula of the study programmes in line with UNIB policies in the last ten years. The goal was that the curriculum given to students follows the developments and advances in technology, information, and communication. In 2011, FKIP adjusted the Competency Based Curriculum (KBK). This curriculum gave students adequate knowledge and skills as prospective educators and professional education personnel. In 2015, FKIP applied the KKNI-based curriculum, which required students to have competencies in line with the programme levels; level 6 for the bachelor programme, level 8 for the magister programmes, and level 9 for the doctoral programme.

Since 2020, FKIP has applied the Independent Learning Campus (Merdeka Belajar Kampus Merdeka – MBKM) curriculum based on the Regulation of the Minister of Education and Culture Number. 3 of 2020 concerning National Higher Education Standard and Rector's Regulation Number 25 of 2020 concerning the implementation of Academic Activities for the vocational, undergraduate, professional, and postgraduate education programme at UNIB. The workload that undergraduate students must take is 216-240 ECTS (The European Credit Transfer and Accumulation System), Programme magister 54-66 ECTS, and doctoral Programmes 63-78 ECTS.

The learning process is documented by an academic manual book published by university and faculties, academic calendars distributed to lecturers and students, university and faculty websites, and meetings attended by leaders, lecturers, and students. This documentation aims to provide information to stakeholders.

2.1.2 Bachelor in Early Childhood Teacher Education (BECTE)

The BECTE students take 223 total credits that are divided into basic skills (31,5 ECTS credits), pedagogics (27,5 ECTS credits), BECTE scientific contents (153,5 ECTS credits) and content education abilities (10,5 ECTS credits).

Stakeholders involved in the BECTE academic policies are the Head of PAUDNI (or Early Childhood Teacher Education) Division of the Education Office in Bengkulu province, the chief of HIMPAUDI (or Student Association of Early Childhood Teacher Education Department) and alumni. There are some suggestions from the stakeholders: Increasing cooperation with outside parties by preferably paying attention to the needs of the community following certain conditions, developing a flexible curriculum that suits the needs of students to develop their abilities and unite with their activities, and developing a very integrated activity and dynamic curriculum. The curriculum developed should be dynamic because it needs five years for the curriculum to be revised.

The main learning outcomes (LO) of the BECTE study programme are the following:

1. Knowledge

- 1.1. Mastering the religious, philosophical, juridical, anthropological, psychological, sociological and pedagogical foundations of Early Childhood Education (PAUD).
- 1.2. Mastering early childhood development and learning.
- 1.3. Mastering the concept of healthy living, principles and parenting techniques to optimize early childhood development.
- 1.4. Mastering learning theories and PAUD learning and approaches that can optimize the development potential of early childhood.
- 1.5. Mastering early childhood development assessment and evaluation of learning programs in PAUD institutions.
- 1.6. Mastering management in the implementation of PAUD.
- 1.7. Mastering the concepts and principles of communicating with children, parents and colleagues.
2. Skills
 - 2.1. Being able to plan and carry out learning through play activities in accordance with children's development, knowledge and technology based on the nation's cultural values.
 - 2.2. Being able to construct, modify, analyze, and create structured learning media (APE).
3. Autonomy and responsibility
 - 3.1. Being able to be responsible for the achievement of the results of group work and supervise, evaluate the completion of the work.
 - 3.2. Being able to carry out the process of self-evaluation of the working group under their responsibility, and able to manage learning independently.
 - 3.3. Being able to document, store, secure, and recover data to ensure validity and prevent plagiarism.

The graduate profiles of this study programme are:

- Early Childhood Educators: Graduates with educator qualifications who are able to plan and implement learning, assess learning outcomes, provide guidance, care, training and protection for early childhood, and have broad insight, noble character, are innovative and can disseminate science and technology to improve the quality of learning;
- Facilitator of Children with Special Needs (ABK): Early childhood educators who can identify characteristics and facilitate the growth and development needs of ABK;
- Entrepreneur: Individuals who can manage entrepreneurship related to education in Early Childhood Education institutions, which acts as a manager, organizer, facilitator, instructor, consultant, or programme developer for early childhood.

2.1.3 Bachelor in Guidance and Counselling (BGC)

The BGC students take 220.5 total credits that are divided into basic skills (27 ECTS credits), pedagogics (16,5 ECTS credits), scientific contents (145,5 ECTS credits) and content education abilities (34,5 ECTS credits).

Stakeholders involved in the BGC academic policies are UM Malang Guidance and Counselling experts, students, and alumni. Some suggestions from the stakeholders include increasing cooperation with outside parties by paying attention to the needs of consumers (users) following certain conditions. Another suggestion from the stakeholders is to develop a curriculum that should be flexible and integrated with the student's needs and activities, for instance:

- activities at the Indonesian Planned Parenthood Association where the students can develop the ability to face various kinds of families in reality through the development of appropriate courses;
- activities at Special Child Development Institute (LPKA) since students need to know how children in the LPKA develop;
- activities at National Narcotics Agency which can help the students to be able to face certain narcotics population and activities that occur in schools, the field of education.

These needs should be adjusted so that the distribution from students to consumers (users) can be optimally helpful. Apart from that, it is also necessary to give special attention to the situation in Bengkulu province, which is prone to be affected by natural disasters (e.g., earthquakes and floods), and social issues (e.g., early marriage). Therefore, certain courses are needed to study the proper way of handling the situations that have impacts and risks of trauma, social condemnation, and behaviours.

The LO of the study programme are the following:

1. Knowledge
 - 1.1. Mastering the essence and theoretical concepts regarding guidance and counselling in primary, secondary and special education as well as non-formal and informal education.
 - 1.2. Knowing and understanding the actual conditions in social 1. Mastering the essence and theoretical concepts regarding guidance and counselling in primary, secondary and special education as well as non-formal and informal education.
 - 1.3. Knowing and understanding the actual conditions in social program supervision techniques and implementation of guidance and counselling services.
 - 1.4. Understand and master the principles and techniques of communication using certain technologies correctly.

2. Skills
 - 2.1. Being able to implement educational principles, and guidance for the learning process and GC services principles and foundations.
 - 2.2. Being able to compile a comprehensive GC programme and lead it to be preventive, developmental, curative, and perseverative in the various type, and level of educational units.
3. Autonomy and responsibility
 - 3.1. Being devoted to God Almighty and being able to show a religious attitude.
 - 3.2. Upholding and internalising human values, values in carrying out duties based on religion, morals, and ethics.
 - 3.3. Contribute to improve the quality of life in society, nation, state, and the progress of civilization based on Pancasila.
 - 3.4. Acting as citizens who are proud and love the homeland, have nationalism, social care and a sense of responsibility to the state and nation.
 - 3.5. Respecting the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others.
 - 3.6. Demonstrating an attitude of responsibility for work in the field of expertise independently.
 - 3.7. Internalising the spirit of independence, struggle, and Entrepreneurship.

The graduate profiles of this study programme are:

- Bachelor of Education in the field of Guidance and Counselling with Pancasila personality and global insight who can provide guidance and counselling services that lead the primary and secondary education levels to be independent in a multidisciplinary manner in the field of guidance and counselling.
- Bachelor of Education in the field of Guidance and Counselling with a Pancasila personality, who can provide services individually or in groups, families, hospitals, business/industry, government, and private institutions/multicultural institutions, using various approaches and techniques of guidance and counselling.

2.1.4 Bachelor in English Language Education (BELE)

The BELE students take 216 total credits that are divided into basic skills (28,5 ECTS credits), pedagogics (7,5 ECTS credits), scientific contents (159 ECTS credits) and content education abilities (21 ECTS credits).

Stakeholders involved in the BELE academic policies are students, alumni, teachers/school representatives, and language course institutions. Some suggestions from the stakeholders are:

- Profiles that have been prepared must be ensured to be supported by appropriate and representative courses;
- The number of elective courses must be varied and adjusted to the skills needed for the job market;
- The BELE study programme must facilitate the learning experience of students outside the campus by establishing cooperation with outside parties in accordance with the profile of study programme graduates.

The LO set by the BELE Study Programme are as follows:

1. Knowledge
 - 1.1. Mastering the theory of general oral and written communication (general English) in the context of daily, academic, and work as well as English for Specific Purpose equivalent to the pre-advanced level.
 - 1.2. Understand the concept of cross-cultural understanding.
 - 1.3. Mastering theories of educational psychology and pedagogy.
 - 1.4. Mastering the theory of language acquisition and methodology of English learning.
 - 1.5. Mastering the theory of planning, implementing, evaluating, and developing English learning tools
 - 1.6. Mastering the theory of literature in language learning
 - 1.7. Mastering the concepts, principles, and research methods of English learning.
 - 1.8. Mastering the concepts and techniques of learning program development (Course design), presentation (methods and procedures), management, and evaluation of English learning programs.
 - 1.9. Mastering the concept and knowledge of translation and its development
2. Skills
 - 2.1. Proficient in communicating in spoken and written English in everyday contexts (general English), and English for special purposes (ESP).
 - 2.2. Planning, implementing, managing, evaluating, and reflecting on learning.
 - 2.3. Being able to design English learning programs for specific purposes.
 - 2.4. Applying information and communication technology in planning, organising, evaluating and managing learning.

- 2.5. Skilled in using translational strategies and procedures in everyday, academic, and work contexts.
3. Autonomy and responsibility
 - 3.1. Being devoted to God Almighty and being able to show a religious attitude.
 - 3.2. Upholding human values in carrying out duties based on religion, morals, and ethics.
 - 3.3. Acting as citizens who are proud and love the homeland, have nationalism, social care and a sense of responsibility to the state and nation.

The graduate profiles of this study programme are novice teachers, novice researchers, and entrepreneurs.

2.1.5 Bachelor in Indonesian Language Education (BILE)

The BILE students take 223.5 total credits that are divided into basic skills (22,5 ECTS credits), pedagogics (18 ECTS credits), scientific contents (154,5 ECTS credits) and content education abilities (28,5 ECTS credits).

Stakeholders involved in the BILE academic policies are students, alumni, teachers/school representatives, and language course institutions. According to the stakeholders: Evaluation of the preparation of the LO must be carried out based on the vision, mission and objectives of the study programme. Meanwhile, the evaluation of courses must be in accordance with the LO. Then, it is also important for the study programme to form an exciting model of elective courses from three selected groups of electives, such as Journalism, Announcer for Language Entrepreneurship, Drama, and BIPA, as the next excellence courses of the study programme. These needs of the stakeholders are in accordance with applicable regulations.

The LO of the study programme are the following:

1. Knowledge
 - 1.1. Being able to master the nature of language learning and language learners through understanding the basics of learning theory, learning theory and language acquisition, language teaching methodology, and individual differences in learning.
 - 1.2. Being able to master the nature and implementation of the concepts of teaching, learning, and assessment in various sources and media in the field of language education.
 - 1.3. Being able to master the basic concepts of linguistic theory, literatur e, and literacy as well as teaching.
 - 1.4. Being able to master the basic concepts, methodologies, data analysis, and data interpretation in carrying out tasks and functions as a beginner educator in the field of Indonesian language education

2. Skills
 - 2.1. Think critically and creatively in producing published scientific work.
 - 2.2. Conducting studies in the field of science to solve problems and develop expertise.
 - 2.3. Being able to compile ideas, thoughts, and scientific arguments based on academic ethics, and communicate them to the public.
3. Autonomy and responsibility
 - 3.1. Demonstrating a religious attitude
 - 3.2. Upholding human values
 - 3.3. Contributing to the improvement of the quality of life
 - 3.4. Being a good citizen
 - 3.5. Respecting others
 - 3.6. Caring for social and environmental.
 - 3.7. Obey the law and be disciplined.
 - 3.8. Academic internalisation.
 - 3.9. Taking responsibility.
 - 3.10. Being independent, resilient, entrepreneurial.

The graduate profiles of this study programme are: Educators, novice teachers, and edupreneurs in the field of Indonesian language and literature.

- As educators: Professional and competent Indonesian language teachers in the field taught, who can apply pedagogy, and utilise information and communication technology to develop effective Indonesian language learning.
- As novice researchers: Novice researchers who can solve problems in Indonesian language learning classes and education to improve the quality of Indonesian language and literature education.
- As an edupreneurs: The authors of books, and presenters of educational content that is commercially published based on multimedia.

2.1.6 Bachelor in Elementary Teacher Education (BETE)

The BETE students take 216 total credits that are divided into basic skills (31,5 ECTS credits), pedagogics (28,5 ECTS credits), BGC scientific contents (139,5 ECTS credits) and content education abilities (16,5 ECTS credits).

Stakeholders involved in the BETE academic policies are professional associations, teachers/school representatives, and expert lecturers. Some inputs from the stakeholders are: Besides the results of the Association's recommendations, the graduate profiles (henceforth GP -profil lulusan) that are relevant to local needs, both universities and regions can also be added. Then, related to the process of developing an OBE-based curriculum, the steps taken must be clear. In addition, a mapping between the GP, Graduate Learning Outcomes (henceforth CPL - Capaian Pembelajaran Lulusan), study materials, and courses are needed. Lastly, BETE should also adjust the selection of courses relevant to the Entrepreneurial Teacher GP to the CPL.

The BETE's LO are the following:

1. Knowledge
 - 1.1. Mastering the principles and theories of education in elementary school.
 - 1.2. Mastering the concept of the characteristics of the development of students in elementary school.
 - 1.3. Mastering knowledge of fields of study in elementary schools including Indonesian Language, Mathematics, Natural Science, Social Studies, Civic Education, Art, Culture and Craft, and Physical, Sport and Health Education.
 - 1.4. Mastering the concept of curriculum, approaches, strategies, models, methods, techniques, teaching materials, media and innovative learning resources as a teacher in elementary school.
 - 1.5. Mastering the concepts and techniques of evaluating learning processes and outcomes in elementary school.
 - 1.6. Mastering the basic concepts and research procedures that can formulate the solution of educational problems in elementary schools.
 - 1.7. Mastering the concepts and techniques of guidance and counselling services in elementary schools.
 - 1.8. Mastering the concepts and principles of the Scout to develop the ability and skills to carry out scouting activities for students in elementary schools.
 - 1.9. Mastering knowledge about the natural potential and local wisdom of Bengkulu province, and efforts to use and preserve it through education in elementary schools.
 - 1.10. Mastering knowledge and skills of entrepreneurs in the field of elementary education.

2. Skills
 - 2.1. Being able to apply educational principles and theories through the design and implementation of learning in elementary schools.
 - 2.2. Being able to apply concepts about the characteristics of student development through the design and implementation of learning in elementary schools.
3. Autonomy and responsibility
 - 3.1. Acting as citizens who are being proud and loving the homeland, having nationalism and a sense of responsibility to the state and nation.
 - 3.2. Being able to show independent, quality, and measurable performance.
 - 3.3. Obeying the law and discipline in social and state life.
 - 3.4. Demonstrating an attitude of responsibility for work in the field of expertise independently.
 - 3.5. Internalizing the spirit of independence, struggle, and entrepreneurship.

The graduate profiles of this study programme are: Educators, novice teachers, and edupreneurs:

- As educators: Professional and competent Indonesian language teachers in the field taught, who can apply pedagogy, and utilise information and communication technology to develop effective Indonesian language learning.
- As novice researchers: Novice researchers who can solve problems in Indonesian language learning classes and education to improve the quality of Indonesian language and literature education.
- As an edupreneurs: The authors of books, and presenters of educational content that is commercially published based on multimedia.

2.1.7 Bachelor in Physical Education (BPE)

The BPE students take 244 total credits that are divided into basic skills (21,5 ECTS credits), pedagogics (13,5 ECTS credits), BGC scientific contents (182,5 ECTS credits) and content education abilities (16,5 ECTS credits).

Stakeholders involved in the BPE academic policies are professional associations of teachers/school representatives and expert lecturers. Some suggestions from the stakeholders: There must be adjustments to the study programme's vision and mission with the faculty and Unib's vision and mission. Therefore, the CPL also needs some applications in the course content, although it is already appropriate, for instance, in Studies of Educational Science, Psychology / Philosophy of Education, Sports Education, Health Education, Coaching Education, Sports, and Curriculum and Learning courses. In addition, the merger of the courses is also needed so that the credits can be larger and the overall number of courses becomes less. Then, there are also courses whose nature, characteristics and content can be used as the name of the course itself so that there is no overlap. For instance: The course content of Physical Education Test and Measurement and The Evaluation of Physical Education does not need to be merged into a new course.

The LO set by the study programme are:

1. 1. Knowledge
 - 1.1. Being able to apply the theoretical concepts of sports science in an effort to improve national sports development.
 - 1.2. Mastering the theories, methods, models and approaches to the Physical Education, sports and Health learning based on 21st century technology.
2. Skills
 - 2.1. Being able to plan, manage, and evaluate Physical Education learning innovatively based on pedagogical and scientific concepts of Physical Education by utilizing various learning resources and science and technology in the 21st century.
 - 2.2. Being able to apply logical, critical, systematic, and innovative thinking.
3. Autonomy and responsibility
 - 3.1. Being able to show independent, quality, and measurable performance.
 - 3.2. Being able to carry out the process of self-evaluation of the working group under their responsibility and being able to manage learning 3. Working together and having social sensitivity and concern for the community and the environment.
 - 3.3. Demonstrating a responsible attitude to work in the field of expertise independently.

- 3.4. Internalizing the spirit of independence, struggle, and entrepreneurship.
- 3.5. Respecting the diversity of cultures, views, religions, and beliefs, as well as the original opinions or findings of others.

The graduate profiles of this study programme are:

- First Class Junior Teacher, Junior Trainers of Physical Education, Sports and Health who are professionals at the primary and secondary education levels and adaptive/(difa-bel);
- Practitioners (Coaches, and Instructors) of Physical Education, Sports and Health who have the competence to become researchers, trainers, coaches, and sports instructors in institutions, schools, clubs and communities;
- Entrepreneurs, Entertainer of Sports who has the competence to become managers, entrepreneurs of consulting services and the sports industry.

2.1.8 Bachelor in Non-formal Education (BNE)

The BNE students take 244 total credits that are divided into basic skills (31,5 ECTS credits), pedagogics (13,5 ECTS credits), scientific contents (156 ECTS credits) and content education abilities (24 ECTS credits).

Stakeholders involved in the BNE academic policies are professional associations of teachers/school representatives and expert lecturers. Some suggestions from the stakeholders are; first, follow the recommended courses obtained by professional associations. Second, some lecture activities should be designed to allow for cooperation, student exchanges and other activities within the Independent Learning-Independent Campus (MBKM). Then, the redaction of the GP must be corrected. In addition, it is necessary to highlight the typical courses of the study programme in Bengkulu that explore/suit local potential. The Chief of the Association stated the suggestions at the State University of Malang.

The programme is developed with labour market inclusive steps and needs analysis based approach. The relevance of the curriculum to the needs of the labour market is achieved through tracer study activities are carried out, discussions with external stakeholders (users, alumni, government, private sector and professional associations) and internal stakeholders (students and lecturers), review of documents published by the IKAPENFI Association (Association of Non-Formal and Informal Education Educators) and the Association of Indonesian Non-Formal Education Study Programs (APPNFI).

The programme contributes to the aspirations of the community empowering powerless, poor, less educated, marginalized through nonformal educational programs. The future jobs are: PNF Educator, PNF Manager, PNF Evaluator and the Entrepreneur.

The Non-formal Education Study Programme has compiled an LO consisting of aspects of Knowledge and understanding, Skills, and Autonomy and Responsibility.

1. Knowledge
 - 1.1. Mastering the concepts and principles of non-formal education.
 - 1.2. Mastering the concept of lifelong education.
 - 1.3. Mastering the concept of adult learning.
 - 1.4. Mastering the concept of equality learning. 5. Mastering the management techniques of educational institutions.
 - 1.5. Mastering the concept of community development and establishment.
 - 1.6. Mastering the concepts and techniques of entrepreneurship.
 - 1.7. Mastering the concepts and techniques of educational evaluation and innovation.
2. Skills
 - 2.1. Being able to show independent, measurable and quality performance in NE
 - 2.2. Being able to apply logical, systematic and critical thinking as well as innovative as the manager of the NE institution.
 - 2.3. Being able to apply IPTEKS in accordance with the rules, norms and ethics in NE.
 - 2.4. Being able to conduct research
3. Autonomy and responsibility
 - 3.1. Contributing to planning a research roadmap in the field of learning and learning English as a foreign language and development in its field through an inter- or multidisciplinary approach.
 - 3.2. Being able to manage and evaluate entrepreneurial models in the field of English.
 - 3.3. Obey the law and discipline in social and state life.
 - 3.4. Being able to internalize academic values, norms, and ethics.
 - 3.5. Demonstrating an attitude of responsibility for work in the field of expertise independently.

The graduate profiles of this study programme are:

- Non-formal Education educators with professional competence, strong personality and a good social spirit.
- Non-formal Education managers that are: professional, have integrity, and have a good social spirit.
- Become a professional, critical and solution-oriented analyst in studying Non-formal Education.
- Become a productive, inspirational, and competitive entrepreneur in producing and developing works in the field of education.

2.1.9 Magister in English Language Education (MELE)

The MELE students take 66 total credits that are divided into scientific contents (34,5 ECTS credits) and content education abilities (31,5 ECTS credits).

Stakeholders involved in the MELE academic policies are professional associations of teachers/school representatives and expert lecturers. The stakeholders suggest that BIPA must be included as a course in the study programme curriculum.

The LO consisting of aspects of Knowledge and understanding, Skills, and Autonomy and Responsibility is stipulated by the study programme to meet the GP as follows:

1. English Teachers and Lecturers that have competence as English Language Educators who are religious, environmentally conscious and globally networked, professional, independent, having local and environmental wisdom, creative, innovative, understanding students and how they learn, having the basic ability to learn English, understanding English, being able to develop a profession in English Language Education, and being able to design and use learning following the development of information technology and science.
2. English language researchers who have competence can contribute to solving problems in English language education by communicating the results of their research in scientific forums.
3. Managers and leaders with managerial abilities in leading an educational and non-educational Institution.
4. BIPA instructors can teach Indonesian for Speakers of Other Languages.

The graduate profiles of this study programme are:

- English Language Educator who is religious, insightful and globally networked, professional, independent, have local and environmental wisdom, creative, innovative, understands students and how they learn and have the basic ability to learn English, understand English, able to develop professionalism in English Language Education, and able to design and use learning media following the development of information technology and science;
- Researcher who can contribute to problem-solving in English language education and able to communicate the results of the research in scientific forums;
- Institution leader who has managerial abilities in leading an educational and non-educational institution;
- Educator who can teach Indonesian to Speakers of Other Languages.

2.1.10 Magister in Indonesian Education (MILE)

The MILE students take 60 total credits that are divided into pedagogics (15 ECTS credits), scientific contents (31,5 ECTS credits) and content education abilities (13,5 ECTS credits).

Stakeholders involved in the MILE academic policies are professional associations of teachers/school representatives and expert lecturers. There are some suggestions from the stakeholders after evaluating the achievement of its CPL based on the analysis of market needs and the study of science and technology (scientific vision): Additional profiles in the field of entrepreneurs and some derivatives in the field of researchers and experts need to be added, along with the ICT in the Indonesian Language courses.

The MILE study programme establishes an LO consisting of aspects of Knowledge and Understanding, Skills, and Autonomy and Responsibility which is compiled and determined to meet the following GP:

1. Professional and competent Indonesian language teachers in the field taught who are able to apply and develop pedagogy, and able to utilise information and communication technology in the context of developing effective and innovative Indonesian language learning.
2. Middle researchers who are able to solve educational problems to produce improvements in the quality of Indonesian language and literature education.
3. Experts and entrepreneurs in the field of language: Book authors, and presenters of educational content published commercially based on multimedia.

The LO is associated with the achievements of the EQF at level 7 and the IQF at level 8. Some aspects of the skills of the students are being able to analyse, evaluate, solve cases, and make the right decisions related to learning problems and language learners. In addition to the development of personality and soft skills of the students, the study programme also has LO in the aspects of autonomy and responsibility which indicates that there is a match between the EQF and IQF.

The graduate profiles of this study programme are:

- Professional and competent Indonesian language teachers who can apply and develop pedagogy and utilise information and communication technology to develop effective and innovative Indonesian language learning;
- Middle researchers who can solve educational problems to improve the quality of Indonesian language and literature education;
- Expert and entrepreneur in the language field, book author, and presenter of educational content published commercially based on multimedia.

2.1.11 Magister in Educational Technology (MET)

The MET students take 64.5 total credits that are divided into pedagogics (24 ECTS credits), scientific contents (24 ECTS credits) and content education abilities (16,5 ECTS credits).

Stakeholders involved in the MET academic policy are professional associations of teachers/school representatives and expert lecturers. Several suggestions from the related stakeholders are related to the output of courses taught according to the scientific field and the subjects taught by the teacher. The knowledge gained in the study programme follows the needs of both normal and pandemic circumstances. Moreover, the courses taught are also already following the needs of alumni who work in regional offices. However, everything that will be studied must always follow the present and future demands.

As an effort to achieve the mission that has been formulated, the study programme compiles LO that is related to the achievements of the EQF at level 7 and the IQF at level 8. For instance, in the aspect of knowledge and understanding, graduates can develop a learning and training system based on various sources and then apply it and manage research which leads to the achievement of the EQF and IQF. The MET LO is mostly related to aspects of knowledge, understanding, and skills but still refers to autonomy and responsibility, which involves the personal development of students independently.

The graduate profiles of this study programme are Educational Technology Developers, Educators, Researchers, Consultants, Managers and Evaluators of learning at various levels and types of education that are innovative and have character.

2.1.12 Magister in Educational Administration (MEA)

The MEA students take 64.5 total credits that are divided into pedagogics (7,5 ECTS credits), scientific contents (37,5 ECTS credits) and content education abilities (19,5 ECTS credits).

Stakeholders involved in the MET academic policy are professional associations of teachers/school representatives and expert lecturers. Some suggestions from the stakeholders are: The curriculum is based on competency needs in the work environment, especially in Bengkulu Province. Several courses in the 3rd semester accommodate the latest issues on a practical basis so they can be utilised directly in the working environment.

LO in the MEA study programme is prepared by referring to the KKNi and National Higher Education Standards (henceforth SN-Dikti - Standar Nasional Pendidikan Tinggi). The LO consists of: Attitudes, general skills, special skills, and knowledge. The formulation of the LO is aligned with KKNi level 8 and the GP. The MEA study programme compiles the LO that is linked with the achievements of the EQF at level 7 and the IQF at level 8 to achieve the mission that has been formulated. For instance, in terms of knowledge and understanding, the graduates already have theories in planning, organising the implementation and controlling educational resources by applying various alternative strategies and multidisciplinary approaches.

The graduate profiles of this study programme are Educational Administrators, Education Supervisors, Education Planners, and Researchers in the field of Education Administration:

- Education Administrators: Education personnels who master the field of science, have a good character, are innovative, are professional, and have broad insights in the field of educational administration;
- Education Planners: Education personnels who master the field of science, have a good character, are innovative, professional, and insightful in the field of educational planning;
- Education Leaders: Leaders in the educational field who have innovation, competence, professionalism, a good character and value that are appropriate in the field of educational leadership; and
- Researchers in the field of Education administrations: Education personnels who master the field of science, have a good character, are innovative, professional, and have insights in the field of educational administration.

2.1.13 Magister in Elementary Education (MEE)

The MEE students take 63 total credits that are divided into pedagogics (24 ECTS credits), scientific contents (24 ECTS credits) and content education abilities (15 ECTS credits).

In formulating academic policies on curriculum, the MEE has involved elementary school principals/ equivalents, supervisors, alumni, education office representatives, and education experts. The stakeholders suggest bringing out the uniqueness of the study programme: Disaster Mitigation and Local Wisdom, with a multidisciplinary approach, which has recently been forgotten.

The LO consists of aspects of knowledge and understanding, skills, and autonomy and responsibility set by the MEE study programme. The LO of the study programme is related to the achievements of the EQF at level 7 and the IQF at level 8. Some skills aspects of the students are to develop science, technology, and art, in innovative and creative learning in the field of elementary education across disciplines oriented towards local wisdom. For the development of personality and soft skills of students, the MEE study programme also has an LO in the aspects of autonomy and responsibility. This indicates that there is a match between the EQF and IQF.

The graduate profiles of this study programme are:

- Professional educators (prospective lecturers) in the field of elementary education who can develop learning innovations through education, research, and community service with a multidisciplinary, characterful, critical, innovative, creative, communicative, and collaborative approach;
- Researchers who can solve elementary education problems through an inter or multidisciplinary approach and can produce proven innovations to improve the quality of education;
- Elementary education consultants who can provide consultation in the fields of research and development of curriculum, learning, policy and governance; and
- Elementary education practitioners (teachers, supervisors, principals, and elementary school administrators) who can implement and develop innovation, administration, and management of education.

2.2 Assessment

2.2.1 General Assessment

The study programmes in both degree courses seem to be well designed and generally meet the described objectives. All outcomes are convincingly documented. The programmes look quite demanding and plausible.

2.2.2 Specifics for study programmes

2.2.2.1 Bachelor and Master in English Language Education (BELE/MELE)

The language of instruction in the Study Programme BELE is mostly English which meets the demands of the ESG. The number of courses in the Study Programme BELE, however, is relatively high and does therefore not leave very much space for self-study and/or self-responsible projects. Courses could be better clustered in a way that representative and elective courses are combined purposefully in order to foster task-based & problem-solving (language) learning and teaching. Apart from basic skills courses in BELE (which are absolutely necessary), there might be offered in both programmes (in MELE more than in BELE) more problem-based courses in which the practice of learning discrete speech functions is avoided and opts for more comprehensive and holistic problems (e.g. modules/courses on e.g. Immigration in English/American Literature, Climate Change Screen Culture, Teaching English with Interactive Media, Presentation Skills etc.)

Furthermore, it should be considered to reduce the importance of translation skills in BELE in favour of introducing linguistic/language mediation skills as well (i.e. mediation comprises all techniques used (e.g. summing up/interpreting/negotiating meaning)) to transform written or oral texts from one language into another, from L1 to L2 or vice versa OR L1 to Ln.

In addition, literature as traditional study subject (competence area) is given adequate importance. It can contribute to linguistic, social, and intercultural competences as well as to general education in the sense of personal growth, creativity and expression. Still, traditional (canonical) texts should be enriched with multimedia cultural artefacts including popular culture, minority cultures, globalization culture or English-speaking cultures of the UK and USA vying for attention. Consequently, the considerably improved digital infrastructure during previous years and the subsequent widening of current topics and media should enrich the official course programmes more visibly in the following years.

After all, the proportional representation of the described three fields of science and teaching – education (68%), literature (6%) and linguistics (26%) – should be reconsidered in order to expand the field of literature with culture & media.

Staying abroad of short or longer duration in English speaking countries (as e.g. assistant teachers, exchange semester abroad, internship abroad) has become a standard criterion for English Language Education programmes in the European Higher Education Area. The faculty, in cooperation with the MBKM, and the University have already made concentrated efforts in this respect which should be consolidated and expanded during the next years. Long term target should be to implement a compulsory staying abroad in an English speaking country for all students (BELE or MELE).

2.2.2.2 Bachelor in Physical Education (BPE)

Overall, the Study Programme BPE looks well scripted, points are mostly clear. The content of the program is 55% practical content and 45 % theoretical content. The Study Programme BPE contains a clear graduate profile: primary teacher, practitioner and research assistance, management/entrepreneurship. With regard to the three graduate profiles, learning outcomes are differentiated between attitudes, knowledge, general and special skills and linked to respective study materials. Thus, the learning outcomes reflect the requirements from the professional field adequately. Every course is sufficiently prescribed within the curriculum, conveying the impression that the Study Programme BPE meets the defined objectives. Furthermore, a matrix and curriculum map define the number of courses and workload for every semester. Students characterize the workload as rather medium and feel adequately provide with relevant information via the so-called “academic portal”.

However, some courses lack specific information, e.g., course no. 5 “Education and Sports Philosophy” aims at the creation, analysis and development of PE materials, which seems relatively broad and is not differentiated between attitudes, knowledge, general and special skills. Furthermore, some courses highlight references, which are a bit outdated (e.g., course no. 1: John and Mary Jean Traetta (1985) Basics Gymnastics Bandung: Space and/or specific references are missing, i.e., courses 12-47). In this regard, the course descriptions could be carefully re-read and refined accordingly.

The connection between the graduate profiles and learning outcomes/courses seems to be an advantage in terms of career opportunities as the curriculum conveys competencies relevant for the professional field. Career opportunities were seen to be good by the students and alumni, entrepreneurship skills were reported to be helpful especially.

The design and (ongoing) refinement of the Study Programme BPE is based on input from various parties, stakeholders based on study tracers, alumni and the results of curriculum evaluation seminars by internal and external experts who acted as reviewers. Students are obligated to evaluate courses every semester and feel sufficiently included in the development of the study program. However, to some extent it remains unclear how all the information gathered were integrated to further inform the process of program development.

2.2.2.3 Bachelor in Non-formal Education (BNE)

The overall curriculum structure, courses, learning outcomes and competences are clearly defined. The alumni have achieved high level of professional and general competences, however the English skills of graduates are rather lower (33.33% very good and 48.40% good).

The Study Programme BNE has a very clear and modern mission that is oriented to community driven work and empowering people with education that aligns well with the mission of the university to contribute to the regional development. Learning outcomes are clearly addressed and in line with the field of nonformal, adult education practice and the trends of entrepreneurial and community development competencies. The learning outcomes enable to develop vocational professionalism in nonformal education adequate for the bachelor level. The curriculum is state of the art and, particularly, well in line with sustainable development goals and active citizenship aims.

External stakeholders, particularly alumni are involved into giving feedback to the activities and competences of the study programme. They are connected to the FKIP by social media, are invited to develop seminars and to participate in some research activities. The internship placement and mentoring is built up with the help of alumni.

The overview of the courses indicates many project based assignments that fits with the nature and mission of the programme. The self-evaluation report does not show how the learning outcomes are distributed and achieved at every study course, however there is a table providing the distribution of competences across study materials. The topics in these are adequately covering the needed competency area for nonformal education professionals. The curriculum of the Non-formal Education Study Program provides problem-based and project learning opportunities for students outside of school and community development settings through specific courses and internship in the semester five and seven. The needs analysis, changes in community conditions, educational policies, the development of challenges etc. are practically explored in team works.

The alumni reported broad career opportunities as one of the Study Programme BNE premises as analysts, managers, teaching specialists and entrepreneurs in nonformal education area in the communities. 75 % of the alumni have found jobs and the students and alumni appreciated the Study Programme BNE due to its large job scope.

The student workload is optimally developed to the semesters, and transparent. Within the provided course programme the tasks and assignment criteria were clear. Some of the semesters, like the internship in semester seven could be evaluated rather as modules than separate courses. Internships at 5th semester are observational, internship at 7th semester is workplace or community embedded. The mentors from the UNIB are guiding the students. The mentors

from the local places have counselling roles. The research activities are carried out practically, often leading to writing the bachelor thesis on the same topic.

2.2.2.4 Magister in Educational Administration (MEA)

The Study Programme MEA is designed as a part-time course of study. The chosen blended learning concept provides a balanced combination of classroom and distance learning time and is intended to enable graduates with different degrees and various occupational fields in the education sector to study part-time through the flexible use of distance learning units. Within the framework of this blended learning concept, course content is taught as time- and location-independent self-study with supplementary attendance phases (50% online, 50% of-fline). The course has a high practical relevance and its contents are oriented towards the requirements of management personnel in educational institutions with a focus on schools. The need- and application-oriented orientation of the study program serves to support the transfer of scientific know-how into professional practice. The graduates are to be enabled to master practical challenges in the development and assurance of the quality of schools.

According to the assessment of the expert group, the qualification goals are clearly formulated and address all the stated goals of higher education (academic qualification, competence-oriented qualification, qualification for social commitment and personal development). The intended learning outcomes include competencies that help to solve challenges in educational administration in practice, social learning outcomes such as communication skills, team skills, management skills, release of creative potentials and access to or development of professional networks. Since this is a master programme, most students have practical experience and work at least part-time. It is clear that the courses are closely aligned with the professional experiences of the participants and are intended to develop or promote key competencies such as organization, leadership, reflection, team development and communication. The qualification goals, the workload, the degree level, and the curriculum are coherently related to each other. If necessary, students are allowed to adapt the work load and assignment dates to individually to their needs (e.g. family, work) so that the part-time students are enabled to progress smoothly through the program.

In the view of the expert group, the curriculum is structured coherently, taking into account the defined objectives of the programme. Also, all essential levels of educational/school organization seem to be represented and plausibly weighted. Since the target group of the study program is to be enabled to perform management and leadership tasks, the connection of academic knowledge and so-called soft skills (communication, presentation or team skills) anchored in the curriculum is suitable for the programme's design.

There is, however, the possibility to strengthen the academic requirements of the programme further, which include aspects of knowledge generation (e.g. by conducting own research project in the respective professional fields), and critical reflection (describing, analysing and reflecting upon empirical data and theories). The expert group also recommends keeping an eye on the institutional diversity which the Study Programme MEA addresses. For the further development of the course contents, it might be possible to develop an elective programme for different types of educational institutions (e.g. schools, ministries, further education). In addition, the literature provided for the courses should be continuously updated.

2.3 Conclusion

The criterion is **fulfilled**.

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

Institutions should ensure that the programmes 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

3.1.1 General

Each course has a description called Semester Course Details (Rencana Pembelajaran Semester – RPS) that consists of the targets of learning outcomes, materials, methods, time and assessment methods.

Learning methods include lectures, tutorials, seminars, practicum, studio practice, workshop practice, practice fieldwork, research, and community services. Lecturers vary learning methods according to the characteristics of the material and student learning styles. There are group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate the fulfilment of the learning outcomes. Students are assisted to learn by using empirical data so that the learning process is easier to understand and apply. Learning is also conducted in an integrative way between lectures in class and practical learning activities (in both the laboratory and field).

During the Covid-19 pandemic, the learning process was turned into an online mode. UNIB continues to use blended learning elements and uses learning based on MOOCs (Massive Online Open Courses) so that learning is no longer limited by place and time. Face-to-face learning in the classroom is, therefore, combined with online learning. UNIB has a Learning Management System (LMS) in the form of e-learning to support online classes and student learning management. Besides being supported by LMS, online learning also uses various online meeting platforms or online chat applications. The classes are also conducted by using blended learning, both face-to-face and virtual either synchronously or asynchronously by utilising online learning resources.

Lecturers are provided with university teaching training and active learning methods. They are encouraged to use interactive teaching methods with available facilities and infrastructure. In addition to class discussions, the teaching methods used are problem-based, discovery-inquiry, and project-based learning which involve students actively participating in learning.

The assessment principles applied by UNIB aim to be educative, authentic, objective, accountable and transparent:

- The educative principle motivates students to improve the planning and learning methods, and to achieve the graduate learning outcomes.
- The authenticity principle orientates towards a continuous learning process and learning outcomes that reflect students' abilities during the learning process.
- The objectivity principle describes that the standard is agreed by the lecturers and students and is free from the influence of the subjectivity of the assessor and the one being assessed.
- The accountability principle describes clear procedures and criteria and is agreed upon at the beginning of the lecture and understood by students.
- The transparency principle guarantees that procedures and results can be accessed by all stakeholders.

All assessment principles are applied and adjusted to each study programme based on its characteristics and related to the competencies and degrees to be achieved by the graduates.

The method of assessing student learning outcomes is stated by each lecturer in the RPS and compiled by a team of supporting lecturers and approved by the Department. The points assessed include assignments/quizzes, midterm and final exams, and practicum scores. Assignments can be in the form of answering questions, group discussions, writing papers, presentations, etc. The weights of assessments differ from course to course. In the first meeting, the lecturer is to explain the assessment procedure. At the end of each semester, the lecturer gives a final score. The lecturer inputs the final score on the academic portal at the end of the semester. Usually, the time limit for uploading the scores is within two weeks after the final test.

Students can complain if the learning process, assessment or other services are considered not appropriate. Students can submit complaints against the lecturers or other services to the department. The complaint is then resolved at the department level, submitted to the faculty level, or, if necessary, to the university level. Clarifications on grades are resolved by the relevant lecturer. If it is not resolved, students can escalate to the department level. The department then conducts a direct follow-up or coordinates with the Academic Division of the Faculty when necessary. The complaint mechanism is described in the Standard Operating Procedure.

Each faculty's quality assurance unit (UPM) evaluates the RPS at the end of each semester (see chapter 7.1 of a detailed description). This evaluation is conducted by the lecturers of the courses and students separately. This evaluation allows students to evaluate the performance of lecturers and provide feedback on the learning process and their input is used for future

improvement. In addition, UPM also conducts exit surveys in to assess the implementation of thesis guidance and academic services in laboratories, study programmes, departments, and faculties. The results of monitoring and evaluation are used to improve the quality of the learning media and lecturer performance. Lecturers can access the results of student assessments online.

3.1.2 Specifics of the Faculty of Teacher Training and Education

Given the different academic study fields the study programmes emphasize a variety of activities. For example:

- The Study Programme BECE holds PAUD FEST events, national seminars, and visits to the campuses outside Bengkulu Province, in addition to publishing three journals.
- The Study Programme BGC concentrates on offering national conference to the subject of “Whom am I” in 2020 and “Professional Career Orientation of Guidance and Counseling among Millennials in era 5.0” in 2021. The BGC study programme also collaborates with the Juvenile Detention Centre, the National Narcotics Board of the Republic of Indonesia, the Correctional Institution for Women, the Indonesian Plan Parenthood Association (PKBI), and the orphanage in Bengkulu City. Lecturers and Students can publish in two journals as well.
- The Study Programmes BILE/MILI and BELE/MELE offer “Microteaching Laboratories” as teaching simulations to enable students to anticipate challenges in their later career as teachers. In addition, students can obtain a leaf of absence for maximal three semesters by the Independent Learning-Independent Campus (MBKM), if they go on a student exchange, participate in internships/work practices, perform teaching assistance in education units, start on entrepreneurial activities, and/or perform thematic community services/empower villages.

3.2 Assessment

3.2.1 General

Particular aspects of student-centred learning, teaching and assessment can vary between programmes. From the self-evaluation report and the discussions with lecturers and students it can be concluded, however, that all programmes put a strong emphasis on teacher-student interaction, proper student supervision and responding to students’ talents and abilities as well as any special needs they might have. FKIP and the departments, respectively, have made great efforts to ensure that the study programmes are delivered in a way that encourages

students to take an active role in their own studies. Theoretical and practical courses are integrated and intertwined with field studies already, and the learning in theoretical and practical courses is implemented using a student-oriented approach.

Discussions with students and academic body have made clear, nonetheless, that it is probably one of the biggest challenges to motivate and enable the student to learn how to think critically. Critical thinking has not been an important part of their former education. Therefore, students should be encouraged and be prepared gradually to become independent and reflected learners, e.g. bringing own material into the classroom and developing a critical say in the classroom discourse as well (student-centred and critical reflective learning).

The monitoring and achievement system is structured well and quite efficient. Students are expected to critically evaluate the respective study programmes and teaching approaches. Complaint protests can be discussed through student organization on the study programme level or faculty level. Also, the examination system works well. The examination process comprises midterm and final exams for courses. Assessment processes are reliable. Considerations should be given to whether the number of (many little) exams should be reduced in favour of more complex written or oral academic assignments / theses. To further improve the assessment process, it may reasonable to directly link specific assessment methods (and criteria in more detail) to respective courses, to align the formats of assessment with the intended learning outcomes in an optimal way.

The same holds true for internal developmental processes within the University. Here, students should be given the chance in actively participating in reviewing, changing and approving of educational programs – not only in regular evaluation services, which are established very well. In the long run, is this the only way to enable the students to become self-reflected professionals themselves. It needs an outbalanced top-down and bottom-up management which gives room to all University persons to actively participate in this process and make all processes and results visible for everybody.

In this respect, it should possibly be considered to redistribute the students' workload by reducing the number of individual courses per day (mostly 6 per day, Monday to Friday) for the benefit of more time for (guided) self-study.

3.2.2 Specifics of the Faculty of Teacher Training and Education

The expert panel appreciates the “Microteaching Laboratory” offered in the Study Programmes BILE/MILI and BELE/MELE as very practical approach.

Discussions with students and alumnis have shown that there has been established a ‘post-graduate-alumni network’ that offers good opportunities from both perspectives to exchange

teaching and research experiences – an achievement that should definitely be maintained and further developed for teaching as well as for research purposes.

Given the nature of the Study Programme PE, focusing on practical as well as theoretical content seems to be adequate on paper. However, as students characterize teaching methods to some extent as “through lecture and demonstration”, it may be reasonable to rethink teaching methods in terms of student-centeredness to foster (more) student’s active role in the learning process.

The part-time focus and the blended-learning phases of the Study Programme MEA are very appropriate for the target group. Online and offline modes are integrated in the course design in order to meet the needs of the part-time students. The pedagogical approach is suitable for the needs of the adult learner (andragogy), because the flexible course dates and the integration of the professional experiences of the participants respect and attend to the diversity of the heterogeneous body of student. The students are able to use their own professional experiences, discuss and reflect upon them using theories and empirical studies in the related field and present case studies or practical problems in the final oral presentation. The lively discussion with the students convinced the expert group that the Study Programme MEA is structured closely to the needs of the participants, which stimulates the adult learner’s motivation, self-reflection and active engagement in the learning process. According to the assessment of the expert group, the university uses suitable forms of examination to check the achievement of the intended qualification goals. The variety of examination forms offers the advantage that the increase in competence with regard to the practical skills for leadership and management tasks in schools can be recorded via different formats. The different forms of assessment allow the part-time students to demonstrate the extent to which the intended learning outcomes have been achieved.

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

4.1.1 Admission

The student recruitment system for accepted students is regulated by the Minister of Research, Technology and Higher Education of the Republic of Indonesia (Regulation no. 60 of 2018 concerning the acceptance of new undergraduate students at State Universities (PTN)). According to the ministry’s regulation there are three options for applying at the UNIB:

- State University National Admission Selection (Seleksi Nasional Masuk Perguruan Tinggi Negeri – SNMPTN) is a national selection system based on screening of the applicants’ academic achievements in Senior High School or Vocational High School or Vocational Islamic High School. The government bears the selection fee so that student applicants are not charged a selection fee.
- State University Independent Admission Selection – Western Region (Seleksi Mandiri Masuk Perguruan Tinggi Negeri Indonesia Bagian Barat – SMMPTN) is an independent admission selection held jointly by 15 state universities in Western Indonesia. This selection is based on a written exam with a registration fee and an additional Institutional Development Fee. SMMPTN is intended for high school graduates from the last two years ago.
- State University Joint Admission Selection (Seleksi Bersama Masuk Perguruan Tinggi Negeri – SBMPTN) is a joint selection carried out by all state universities under the coordination of a Central Committee, with selection based on the results of a paper-based written test or a computer-based test. The test materials include
 - A Scholastic Potential Test (Tes Potensi Skolastik – TPS) to measure cognitive abilities such as quantitative knowledge, which consists of the knowledge and mastery of basic mathematics.
 - English Language Proficiency Test and Academic Ability Test (Tes Kemampuan Akademik – TKA), which measures cognitive abilities directly related to the content of subjects studied in school. The test emphasises Higher Order Thinking Skills.

The decision whom to accept as students follows the new student admission standard of the UNIB based on the SBMPTN scores of applicants for bachelor students.

The selection of students for magister and doctoral programmes is conducted and coordinated independently by FKIP UNIB. The student admission process is based on the following criteria:

1. Administrative completeness;
2. GPA;
3. Other supporting capabilities; and
4. Results of the written test and/or interview.

The written test is conducted through the Academic Potential Test and the English Proficiency Test TOEFL (minimum score of 475 required). Interviews are conducted by a team appointed by the FKIP UNIB to explore and determine the readiness of the applicants, especially those related to supporting factors (economic, family, physical and psychological) that enable candidates to complete their studies well.

4.1.2 Progression

In general, the requirements for these bachelor degrees students for progression at the FKIP UNIB are:

- be registered as an active student in the current semester,
- passed all the courses and achieved the learning outcomes targeted by the Study Programmes,
- have a cumulative grade point average (CGPA) of at least 2.0 with maximum two D grades,
- have no D grade in the nationally compulsory general courses, and
- fulfil all other requirements set by the Study Programmes.

4.1.3 Recognition

With the application of standards, all lecture activities in the Faculty of Engineering can be recognised throughout Indonesia and even internationally. Based on the Regulation of the Rector of the University of Bengkulu Number 25 of 2020 Article 20

1. Students can apply for credit transfers for courses obtained from study programmes within the university and other state universities that are accredited with at least B predicate (“Very Good”),
2. Courses that can be transferred for credit are:
 - 2.1. Student exchange program, Sandwich and Double Degree;
 - 2.2. Educational programs that have been followed before, study programmes in universities and other tertiary institutions that are accredited at least with a B predicate (good);

2.3. Other activities carried out in non-university institutions;

2.4. Vocational level transfer programs and fast track programs.

4.1.4 Certification

In order to obtain a bachelor degree of the FKIP UNIB, students must finish 144-149 credits or 217.6-225 ETCS points. Graduates of FKIP UNIB receive upon completion of their studies a certificate with the grade, a transcript of records and a diploma supplement describing the learning outcomes of the study programme. Information on qualifications and achievements can include Achievements and Awards, Skills, Arts and Culture, Sports, Foreign Language Ability, Community Service, and Organisation and Leadership.

4.2 Assessment

The entry and admission requirements of UNIB and FKIP UNIB are clearly defined and set out transparently for applicants. The higher education entrance qualification is a prerequisite, followed by government admission tests and personal interviews. Thus, a multi-stage admission system is provided for. The government decides on the admission capacity. As a consequence, the UNIB in general and the FKIP UNIB cannot decide the student's entry level. However, the number of applicants surpasses the number of available study places by far so that in the meeting among the Rector, Vice-Rector for Academic Affairs, and the Dean of the Faculties to decide the list of the successful candidates a selection of the best is possible.

Overall, the admission requirements and processes is clearly defined. For example, for the BPE-program there is a motor skill test, which is similar to those of other universities in Indonesia. Furthermore, all students have to take English-courses. The bachelor student undergo the TOEFL-test before graduation. The results – if better than 457 points – can be used for the application of a magister study programme. Students were positive about this mandatory English test, because they believe that a good test result would increase their opportunities on the job market.

The progression of the students is not so much limited by the time span of the study time – a limit to the length of the study time is not set –, but by success in accomplishing all courses. However, the threshold to continue to the next semester seems not to high. The usual GPA rate of the students in all study programmes of the FT UNIB is far above the level that prohibit an advancement.

With regard to the student “life cycle”, the University of Bengkulu has established a so-called web-based “academic-portal” within every faculty, which collects, monitors and acts on information on students' progression. Thus, all phases of the student “life cycle” at university –

admission, progression, recognition, certification – can be found easily. Students have the opportunity to plan courses/lectures, find and print documents, were registered for exams there and receive information on the qualification gained, achieved learning outcomes and further information on the university degree. Students and administrative staff stated the portal to be easy and fast to manage (“24/7”), expressing their satisfaction with this studying/working environment. As an aspect of optimization, they mentioned it may be reasonable to merge all information from the different faculties to one central portal: it would be much easier to access only one webpage with all these information than bookmarking several webpages.

The university has procedures for the recognition of work done elsewhere. Whether these procedures work well in practice cannot be assessed by the expert panel, because the number of cases is too small to make a fair judgement of the procedures. In every study programme just few cases have gather international experience – and the majority of these cases have not had an exchange semester at another university, but have taken part in international competitions etc.

The FT UNIB has submitted a diploma supplement that proves study content and degree level to employers and other universities for continuing studying on master level – an option that some 10% of the bachelor study programmes’ graduates chose. For international use, the diploma could be supplemented with information on the national higher education system of Indonesia.

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 Status

The quality assurance process for teaching staff at UNIB covers the entire cycle from recruitment to termination.

5.1.1 Process of recruiting staff

The UNIB establishes and follows a clear, transparent, and fair process for the recruitment of teaching staff. This is explained in a guideline for planning and recruiting lecturers and education personnel. The selection/recruitment process of civil servants and non-civil servants are guided by the Regulation of the Minister of Administrative and Bureaucratic Reform, the National CPNS Selection Guidebook issued by the State Civil Service Administration Agency, and the Regulation of the Government of the Republic of Indonesia concerning the Authority to Appoint, Transfer, and Discharge the Civil Servants.

The recruitment process for civil-servant lecturers (Pegawai Negeri Sipil – PNS) at the UNIB applies the following steps:

1. Proposing the faculty's needs based on each study program's needs analysis.
2. Staffing technical meetings at the university level to stipulate the formation.
3. Announcing the selection process of civil servants' candidates according to the formation and requirements online and written information on the Staffing Office at the University of Bengkulu. The conditions are:
 - 3.1. Indonesian citizen,
 - 3.2. at least 18 years old, maximum 35 years old,
 - 3.3. physically and mentally healthy and free from drugs,
 - 3.4. good behaviour as proven by the Statement of Police Report (henceforth SKCK – Surat Keterangan Catatan Kepolisian),
 - 3.5. have never been dishonourably discharged as a civil servant/member of the Indonesian National Military (henceforth TNI – Tentara Nasional Indonesia) / Indonesian National Police (henceforth POLRI – Kepolisian Negara Republik Indonesia),
 - 3.6. not currently working as PNS/CPNS and
 - 3.7. do not have contractual agreement/service ties with other agencies,

- 3.8. having minimum GPA 3.0 for bachelor degree (S-1) holder, and 3.25 for master degree (S-2) holder with a linear field of study from an accredited Study Programmes at least B.
4. Accepting the online registration.
5. The CPNS test includes a Basic Competency Test (TKD) through a computer-assisted test (CAT), and the participants who pass the section may proceed to Field Competency Test (TKB), microteaching and interviews.
6. The announcement will be published online.

The differences between the civil-servant lecturers and the non-civil-servant lecturers are basically that the (nationally standardized) CPNS test is substituted by a procedure of the UNIB that include Basic Competency Test, Field Competency Test, micro-teaching and interviews.

5.1.2 Opportunities for personal development

Operationally, the planning and development of lecturers at FKIP refer to the Human Resources Development plan stipulated in the UNIB strategic plan 2016-2032 through quality improvement strategic programmes: (1) academic programmes; (2) research, PKM and publications; and (3) the autonomy of human resource management.

Lecturers' positions are offered at four levels:

1. Instructor
2. Assistant Professor,
3. Associate Professor,
4. Professor.

The number of lecturers at FKIP who have met the qualifications based on the rules is as follows: With a doctor degree; 16 professors, 36 associate professors, 32 assistant professors. With a magister degree; 45 associate professors, 72 assistant professors, 12 teaching staff. There are 16 professors who teach in three departments: ten professors in the Education Department, four professors in the Mathematics and Natural Sciences Education Department, and two professors in the Language and Arts Department. Meanwhile, all lecturers who have not yet a doctoral are given the opportunity to continue their study at the doctoral degree level. Currently, 21 lecturers are studying their doctoral degrees at various best universities in Indonesia and abroad.

Each lecturer has a teaching obligation as stated through the Lecturer Workload policy with a minimum workload of 12 ECTS and a maximum of 16 ECTS which requires lecturers to carry out learning, research, service, and participate in other supporting activities while being a lecturer. The evaluation of staff is done through the SISTER application (<https://sister.UNIB.ac.id>).

Each level has terms, rights and obligations described by the UNIB that are accessible for every teacher. UNIB focuses on implementing possibilities to accelerate the career level of lecturers through special research grants. In addition, there is also a mentoring programme where a senior lecturer guides junior lecturers to accomplish the university's Tri Dharma obligations.

Several programmes for the development of permanent lecturers are provided by UNIB:

1. providing opportunities for further studies;
2. following the Training in Improving Basic Skills of Instructional Techniques, Applied Approach/AA or Active Learning in Higher Education (ALIHE);
3. conducting pre-service training for CPNS lecturers;
4. e-learning, sapto, silemkerma, silimtabmas, multimedia learning, e-books, e-journals, online promotion;
5. conducting workshops on making and discharging research proposals and PkM;
6. writing teaching materials and textbooks;
7. SPMI and SPME;
8. writing articles in online journals;
9. conducting public lectures by bringing in experts in the fields of education, research and community service;
10. facilitating lecturers to attend international journal writing training and participate in seminar activities as speakers, both at the local, national, and international levels;
11. training in new learning method;
12. training on the use of new technologies in learning;
13. providing opportunities to attend training and become BKD Assessors, lecturer certification evaluators, BAN PT Assessors, evaluators for the opening of new study programmes; and
14. conducting internships and comparative studies.

5.1.3 Research opportunities

The UNIB encourages scientific activities to strengthen the link between education and research. In the research guide, there are additional outputs in the form of books or teaching materials that lecturers and students can use in class. In addition, related to the Independent Learning program and the Independent Campus, students are also entitled to do independent research, do internships in research centres or be involved in research conducted by lecturers.

Thus, UNIB strongly supports student participation in local, national, and international scientific writing competitions.

5.1.4 Innovation in teaching methods and the use of new technologies

In addition to the career path development, the UNIB offers professional trainings to enhance the teaching abilities of the lecturers. The opportunities include study assignments, internships, seminars, workshops, e-learning training, e-book training, e-journal training, teaching materials training, applied approach training, and training on RPS preparation based on OBE (Outcome Based Education).

To encourage innovation in teaching methods and the use of new technologies, UNIB has undertaken:

1. Provision of a Moodle platform as a learning management system that lecturers and students can use during lectures.
2. Teaching grants finance the development of teaching materials which include books, videos, websites and others
3. Online lectures using Zoom, G-meet and other similar services.

5.1.5 The teaching staff in each study programme

5.1.5.1 Bachelor in Early Childhood Teacher Education (BECTE)

The course acquisition is carried out by the home base and permanent lecturers of the BECTE Study Programme. The number of home base and permanent lecturers is 21 people, which includes five lecturers (23%) with Doctoral qualifications (S-3), three lecturers (18%) with academic positions of professors, and the remaining 13 lecturers (59%) who have Magister qualifications (S-2). The adequacy of the number of permanent lecturers of the study programme who are assigned as course supervisors is based on the field of science.

The BECTE study programme in developing human resources, especially lecturers, has additional performance: Being a resource person for various activities such as training (workshops), seminars, validators, examiners, assessors, and so on, which are needed by the community both in Bengkulu province and outside the province, to contribute income both for the study programme and for the faculty.

In the context of implementing the MBKM program, the BECTE Study Programme collaborates with the BECTE Study Programme at Lampung State University, Bandung University, and Ahmad Dahlan University, Yogyakarta. The BECTE Study Programme also establishes partnerships with PAUD institutions in Bengkulu Province. The form of cooperation activities with the study programme at the three universities is stated in the Cooperation Implementation Agreement Letter. Likewise, partnership activities with PAUD institutions in Bengkulu Province are

outlined in the text of the MoU between the FKIP UNIB and the PAUD institution foundation. The impact of the collaboration includes: Firstly, there is a connection between the theoretical knowledge of lecturers and students with the world of practice. Secondly, there are also contributions to the emergence of the student undergraduate thesis titles through the educational practices in institutions. Meanwhile, the benefits of the collaboration include joint lectures at UNISBA, and there are requests for the study programme lecturers as invited speakers, which shows that the institution is being recognised.

5.1.5.2 Bachelor in Guidance and Counselling (BGC)

The teaching staff consist of ten people, five associate professors and 5 assistant professors. Three of them have a doctoral degree, four have a magister degree and three are currently on going a doctoral programme. Nine are already certified. Furthermore, one lecturer has a certificate as a psychologist and one lecturer has a certificate as a counsellor.

5.1.5.3 Bachelor in English Language Education (BELE)

In the BELE Study Programme, there are three branches/fields of science developed which are education, literature, and linguistics. Meanwhile, the data of lecturers in the BELE Study Programme are literature lecturers (6%), linguistic lecturers (26%), and Education lecturers (68%). The workload of the lecturers, in this case, is guidance and EWMP. In terms of thesis guidance load, the average guidance is 3-4 students/semester. The burden of being the main supervisor includes having met the criteria if referring to the maximum number of 6 students per year.

Furthermore, almost 75% of lecturers of the BELE Study Programme received research and community service assistance funds; with details in 2019, there were 9 researches and community services; in 2020, there were 11 researches and 4 community services; and in 2021, there were 15 research and 5 community services. This assistance fund comes from Faculty and University.

5.1.5.4 Bachelor in Indonesian Language Education (BILE)

Permanent lecturers totalled 28 lecturers consisting of 19 men and 9 women. Of the number of lecturers, there are 4 lecturers who have not been certified as educators, consisting of 2 women and 2 men. Such characteristics show the strength of UPS over human resources (lecturers) in the implementation of the Tri Dharma: education, research, and community service.

Lecturers of the BILE Study Programme are in a very ideal position with the functional position of Associate Professor is 53.57% followed by the functional position of Assistant Professor is 25%, and Instructor is 17.86%. In this case, the BILE Study Programme has teaching staff who have not been appointed as PNS, only 3.57% (1 person).

Lecturers of the BILE Study Programme are in a very ideal position with the functional position of Associate Professor is 53.57% followed by the functional position of Assistant Professor is 25%, and Instructor is 17.86%. In this case, the BILE Study Programme has teaching staff who have not been appointed as PNS, only 3.57% (1 person).

5.1.5.5 Bachelor in Elementary Teacher Education (BETE)

Currently, the number of BETE Study Programme lecturers is 27 people. With this number, the ratio of lecturers to students is still included as ideal, which is 1:9. 85% of lecturers have received professional educator certificates. Of all the lecturers, 57% are magister (S2), and the other 33% are doctors (S3). Of all the magister lecturers, there are 5 lecturers (19%) who are currently pursuing doctoral education. The majority of the lecturers have the functional position of Associate Professor (52%), while other lecturers have functional positions of professor (11%), Assistant Professor (22%), and Instructor (15%).

5.1.5.6 Bachelor in Physical Education (BPE)

The number of DTSPS of the BPE Study Programme is 14 lecturers, while the number of even semester students (2019-2020) is 356 total students (leave and inactive 19 students), or 335 active students; in the odd semester of 2020-2021 426 total students (leave and inactivity 25 students) or 401 active students (Dikti Data center report data for the even semester of 2020, and SIAKAD 2020); and, in 2020 there are 386 students. These data show that the ratio between the number of lecturers and students is 1:33, which means that the ratio of students and lecturers is quite adequate. The following is the Number of Physical Education permanent lecturers. 14 lecturers already have educator certificates. The rest do not have it because they have just been appointed as PNS. The academic position or functional position is adequate, where it has the functional position of associate professor. In terms of the workload of permanent lecturers, each lecturer, on average, already has an overall credit load ranging from 18.49 – 24.16. This means that there are no lecturers who lack credits or who are overnumbered.

5.1.5.7 Bachelor in Non-formal Education (BNE)

The teaching staff consist of eleven people, two associate professors, six assistant professors, and three lecturers. One has a doctoral degree and ten have a magister degree. Five are already certified.

5.1.5.8 Magister in English Language Education (MELE)

Eight lecturers who have doctoral education and there is also one professor. In this aspect, the quality of lecturers is already very good with 87.5% of the lecturers have been certified educators. Moreover, the comparison of the ratio of lecturers and students in the MELE study programme is also good. The lecturer has also taught in accordance with the competence of the study program. Furthermore, at the MELE Study Programme there are one professor (12.5%),

three associate professors (37.5%) and four assistant professors (50%). It shows that the MELE study programme has adequate lecturers. The workload of lecturers at the study programme is relatively good because the lecturer gets 12 credits in average for the Tri Dharma of higher education. This also applies to the supervisors in the study programme. The distribution of the supervisors is carried out fairly. The EWMP of the study programme lecturers in educational activities (learning and guidance), research, community services, and additional/or supporting tasks, in general, is also very good. The average workload for each lecturer is 13.01 credits on average and it means that there are no lecturers who have a lack of or over-numbered credits.

5.1.5.9 Magister in Indonesian Education (MILE)

The teaching staff consist of twelve people, two professors, five associate professors, and five assistant professors. All have a doctoral degree and are already certified. Ten of them are specialized in Indonesian language education, two in linguistic.

5.1.5.10 Magister in Educational Technology (MET)

In 2022, the number of UNIB permanent lecturers assigned as course supervisors at the MET study programme is 10 people with expertise, according to the study programme. Adequacy of the number of permanent lecturers, consisting of Adequacy of the number of permanent lecturers of universities assigned as course supervisors in accredited study programmes. The adequacy of the number of permanent lecturers of universities assigned as course supervisors with areas of expertise in accordance with the core competencies of the study program. The educational qualifications of lecturers who teach in the study programme are 100% S3 (doctoral) education. Furthermore, all the permanent lecturers of the study programme 100% already have lecturer certification. Four lecturers occupy functional positions as Professors, four lecturers occupy the functional position of Associate Professor, one lecturer holds the functional position of Assistant Professor (Lektor), and one lecturer holds the functional position of Assistant Professor (Asisten Ahli).

5.1.5.11 Magister in Educational Administration (MEA)

Based on the recruitment system, permanent lecturers in the MEA Study Programme FKIP UNIB are permanent lecturers (PNS) of the University of Bengkulu, with a total of 14 people: nine home-based lecturers and five non-Homebase lecturers. MEA DTPS lecturers have functional positions, along with a mapping of functional positions owned by the permanent lecturers of the study programme.

5.1.5.12 Magister in Elementary Education (MEE)

Currently, the number of the study programme lecturers is 13 people. As many as 100% of lecturers have received professional educator certificates. All lecturers (100%) who teach at

the study programme have doctoral degrees. Of all these lecturers, 15% of lecturers achieved the functional position of professor, 70% of lecturers had the functional position of associate professor, and 15% of lecturers were an assistant professor.

5.2 Assessment

5.2.1 Process of recruiting staff

The UNIB's two recruiting processes for staff – for civil servants and for non-civil servants – are regulated by public records and clearly defined. Also, promotions are handled according to Indonesian regulations. Processes are clear, and easy to follow based on Three Dharma system. The academic qualifications of lecturers are known as “Lecturer Certification” which is stipulated in the Regulation of the Ministry of Education and Culture. UNIB, however, is concerned that the PNS quota that has been allocated by the government still needs to be increased.

Looking at the current composition of the teaching staff of the FKIB, there is a growing number lecturers with PhD-degree. This aligns the formal standard for faculty staff at FKIB with the one at international universities. However, one observation is that only Indonesian citizens are allowed to apply for position at the FKIB. This provision contradicts somehow the university's vision to become a world-class university, because this goal cannot be reached if an international staff is not allowed. Consequently, the regulation for teaching staff should be altered to allow – at least to a certain degree and to certain position – international candidacies. The expert panel suggests that additional provisions should be incorporated into the selection process of teaching staff, concerning both the selection process as well as the selection criteria. Most urgent from the point of view of the expert panel are the two following provisions: Professors should be selected by an university's selection committee with the participation of (international) HEI-members and (international) representatives from the respective professions. And English proficiency should be mandatory Requirement.

5.2.2 Opportunities for personal development

The teaching staff is qualified, and policies and processes for personal development and engagement with society are well established. The teaching staff gets regular and transparent feedback and is offered personal development opportunities. It is clear to the expert panel that advancement at the UNIB in general is not only based on scientific achievements, but the (recorded) competencies gained in teaching abilities. In that regard, UNIB provides a wide range of opportunities for staff members to excel in teaching capacities. However, the expert panel got the impression, that the research opportunities are more limited.

The UNIB offers opportunities and promotes the professional development of teaching staff by mentoring and Tri Dharma activities outside campus. Courses and community services allow the personal development of staff in close engagement with practice and students. Lecturers are asked to publish their research annually. On the one hand, the large applied research to the community is an impressive step from the university towards regional sustainability. On the other hand, this system may direct the lecturers towards grabbing low research fruits of application studies rather than the deeper level studies. UNIB, therefore, should support funding research proposals that look beyond the community scope.

Some extrinsic motivation systems are applied (extra salary for language certificates).

5.2.3 Research opportunities

The expert panel was told that the UNIB offers funds for research to the lecturers. However, specific details were not presented. Thus, the expert panel had no insight, whether or how much teaching load can be substituted by research activities of the lecturers. The number of lecturers that could obtain funds and grants for research or the amount of third-party financial means could also not be detected. As a practice-oriented university, UNIB's main focus is directed to teaching that puts research activities a little bit in the background.

5.2.4 Innovation in teaching methods and the use of new technologies

The UNIB offers the teacher a diverse array of possibilities to enhance the learning techniques. The Covid-pandemic in general has had the tremendous impact on advances in blended learning activities not only on the university, but also at the faculty level. These new methods require the provision and renewal of hard- and software. The expert panel got the impression from the discussion with faculty staff and students that appropriate measures are in place to facilitate blended learning activities on a broader scale.

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 Status

6.1.1 General information about the campus

The UNIB occupies a land area of 24.9 ha located in Bengkulu Province. This location is easy to access by people from outside of the Bengkulu province since it is only around 30 minutes from Fatmawati airport. The UNIB has public facilities that may be used by all students of the FT UNIB including Integrated Service Building, UNIB library, clinic, sports facilities, banking facilities, and prayer facilities (mosques).

The building facilities used in academic activities adequately serve the students. The facilities of this building are located in three campus locations; first, the main campus of FKIP Jl. WR Supratman Kandang Limun Bengkulu, Campus at Jl. Cimanuk Km 6.5 and Campus at Air Sebakul. On the main campus, FKIP has a Decanate building, Magister in Education Management, Teaching and Learning Building III (GKB III), Building B, LPTIK, and various laboratories. The average lecture hall used has a capacity of 40/50 students. The number of lecture halls can accommodate the student lecture activities. The average of those rooms is used for student lectures from 8 am - 18 pm. At FKIP, there is also a Dean's hall for seminars and public lectures that can accommodate 300 students. All spaces are available with an electricity network, air conditioning, and sufficient ventilation.

FKIP disposes of a learning laboratory consisting of a Physics Laboratory; Biological Laboratory; Chemistry Laboratory; Natural Science Laboratory; Biological Garden; Science Park; Turtle Learning Centre; Mathematics Laboratory; Computer Laboratory; Multimedia Language Laboratory; and the Micro Teaching Audio Visual Room which is equipped with a sound system, CCTV, LCD, and AC facilities. The computer, language, and practicum laboratories are managed by Unib and FKIP. The Computer Laboratory is managed by LPTIK while the UPT Bahasa Unib is managed by the Language Laboratory. The FKIP Computer laboratory is managed by the chairperson of the FKIP Computer Laboratory and the Language Laboratory is managed by the chairperson of the FKIP Language Laboratory. Meanwhile, the Natural Science Learning practicum laboratory is managed by the chairperson of the Practicum Laboratory. The practicum laboratories available at FKIP are microteaching laboratories and science laboratories.

6.1.2 Administrative student support

During the study period, the students are supported by the SIAKAD system. SIAKAD includes the KRS, LHS, transcripts, class schedules, academic guidance, and e-learning that can be accessed by students and lecturers. Students can easily consult with the best possible lecturers directly in the workspace or through the internet and SIAKAD facilities provided. Students can consult in planning their studies with their academic advisor at the beginning of the semester before the lecture starts. Lecturers as academic advisors provide advice and input regarding the student's study plans and study results of each semester.

New students are encouraged to join the student organisations or associations to develop their interests and talents in academic and non-academic fields. These activities can help students develop their potential to balance their learning activities. The division which oversees this activity is the division of student affairs of the faculty.

Students are also encouraged to seek information about career and work goals through the skill, insight, and career development. These activities may be conducted through workshops and training on entrepreneurship, seminars on career development, public lectures with practitioners according to their fields, and collaboration with the industry by involving the students.

6.1.3 Library

The UNIB library's mission is to provide access to information, to support the Tri Dharma of Higher Education, and to improve the quality of library resources to become relevant and professional. The library facilities can be accessed freely by registered users with a library membership card. The UNIB Library is ranked 15th nationally on the National Repository.

The library of UNIB and the reading room of the Faculty of Engineering currently have an area of 6,000 m² and 250 m², respectively. It continues to develop as the institution's commitment to improving the quality of providing facilities and learning resources so that they can contribute to the improvement of education quality. The library of UNIB collection currently includes more than 75,000 copies of textbooks, 11 national journals accredited by Dikti/LIPI, 1 international journal, 3 proceedings, 339 theses and 1,117 copies, 2 dissertations, and 11,000 undergraduate theses and 15,251 copies. Meanwhile, the Faculty of Engineering has a collection of 605 textbooks, 37 magazines, 986 journals, thousands of undergraduate theses and others. In addition to the collection of books in the library, the library of UNIB is also equipped with the digital collections for students to access the learning resources for free.

UNIB has also innovated in developing an integrated online digital library with all Faculty Reading Rooms within UNIB the website Senayan Library Information System (<https://slims.unib.ac.id/index.php>) or through the SlimS application. Through this application and website, the academic community can connect to the National Library and access all

books and journal collections including: the books, references, magazines, national and international journals. In addition to supporting facilities, the library of UNIB is also managed by professional librarians. They all have sufficient qualifications to properly help the academic community and employees within UNIB. The work of librarians is also assisted by the administrative staff (civil servants and honorary staff) who are placed by the university at the library of UNIB.

6.1.4 IT Service

The information system of UNIB is connected using the Local Area Network (LAN) and Wide Area Network (WAN). This system has a big data capacity and adequate accessibility with a speed of 800 Mbps. The area of UNIB has been connected using optical fibre and WiFi for LAN connection to access the internet. Therefore, these facilities will help the academic community and education personnel to access various UNIB internal information and the internet. Meanwhile, external communication is available on the university website. To access the learning information, there is also a hotspot that can be accessed by all lecturers and students for 24 hours within the campus area.

The Office of Development of Information, Technology and Communication (LPTIK) is an institution responsible for the utilisation and development of information systems for the benefit of learning and programme management which can be accessed at <https://lptik.Unib.ac.id>. The services offered by LPTIK includes New Student Registration System, Academic Portal System, Lecture Attendance System, Graduation Registration System, UNIB Academic Information System, Online Community Service System, Personnel System, Remuneration System, Planning System for UNIB PPK Bureau, Lecturer and Employee Absence System, Registration SIM, UNIB Portal PIN Making System, e-Learning System, Library System, Correspondence System, e-Journal System, Book Search System, UNIB Repository System, Learning Evaluation Information System, Database Information System, and UNIB Graduates Tracer Study application.

UNIB already has an LMS-based e-learning application (<https://elearning.Unib.ac.id/>) which has been used intensively to support blended learning. The system can be used to provide lecture materials and modules that the lecturers and students can use to support synchronous and asynchronous learning. The online learning is conducted through video conference applications.

The management of the information system of the FT UNIB is integrated to the one developed by UNIB. The existing information systems include SIAKAD (Academic Information System), SIRENBA (Business Plan Information System), Academic Portal, SIREMUN (Remuneration Information System), Employee Attendance Information System, SIMPEG (Employment Information System), FKIP UNIB Website and the study programmes' website.

The information system of UNIB is used to improve the effectiveness in archiving, decision-making, efficient learning, and improving the quality of academic programmes. The development of the information system is a part of the internal quality assurance in learning activities. To improve the quality of academic programme implementation, each study programme can use various applications: the Academic Portal, Lecture Attendance, Unib Academic Information, Online KKN, e-Learning, Library, Correspondence, e-learning Journal, Book Search, Unib Repository, and Learning Evaluation Information System.

6.1.5 Training events and support services

UNIB conducts various approaches of training for the management, lecturers, and students to support the improvement of the learning standards, research and community service, and institutional management. Students can participate in training to increase their competence through soft skills training, student creativity programmes, entrepreneurship, and organisational management. These training programmes support the main competencies of students in their respective fields. They are conducted by the division of the student affairs of the university and faculty.

UNIB has a Career Development Centre to implement programmes to align education and professional work. In the future, this unit is expected to be able to prepare UNIB graduates to compete in the job market to increase their employability. The career and entrepreneurship guidance is also conducted by the Technology Business Incubator, which aims to grow young creative entrepreneurs at UNIB with several activities including technical business guidance, Business Competitions, Business Training based on livestock products, etc.

6.1.6 Student support facilities

Already during their studies, students are guided to apply for research funds. The most competitive funds are provided by the Ministry of Education, Culture, Research, and Technology. These funds were received through the “Student Creativity Programmes” (PKM) and “Student Creativity Competition Scheme”. The emphasis of student's research is to follow the research roadmap of each study programme.

FKIP provides building infrastructure to support the student activities and training in the student organisations such as the student executive board, student representative council, study programme student association, sports activity unit which annually represents FKIP in the sports competition activities at Unib, national and international levels, Journalism-Based Scientific UKM, and Islamic spirituality UKM Islamic Studies.

Sports facilities and infrastructure are available for use in the sports of Football, Badminton, Basketball, Volleyball, Futsal, Tennis Courts, and Athletics. These facilities and infrastructure are intended for developing students' interests and talents in the sports field.

Health services are provided to the students at the University of Bengkulu Health Polyclinic. This polyclinic serves as first aid in the occurrence of health problems and accidents experienced by the lecturers, employees, and students at UNIB. The UNIB Polyclinic services are carried out by the doctors and nurses who are on guard on working days and hours. The result of this service can improve the health of the students, lecturers, and education staff within UNIB.

Student services provided by FKIP UNIB for all students include:

1. Reasoning, Interests and Talents Services; in the fields of reasoning, interests, and talents are based on student motivation through student organisations and Student Activity Units (UKM), such as Development UKM, Student Reasoning and Research (P3M), student organisations in the field of sports, and student associations. In addition, study programme managers through the study programme also provide academic tutorial services in the form of delivering academic information, guidance on filling out Course Selection Sheet (KRS) online and academic information systems (Siakad).
2. Career and Entrepreneurship Guidance; Physics Education FKIP UNIB provides services to career information by presenting it on a notice board or study programme website. In addition, study programme managers through study programmes provide entrepreneurship training to improve the entrepreneurial spirit of students.
3. Welfare (Guidance and Counselling, Scholarship Services, and Health Services); Guidance and counselling services are coordinated at the university level through the Technical Implementation Unit of Guidance and Counselling Services of UNIB. This UPT has programmes including 1) providing tutoring, career, social and personal both in groups and individuals; 2) development of counselling guidance instruments and media; 3) student problem-solving assistance services both academic and non-academic; and 4) providing information to faculty and study programme leaders about the success rate of student learning in general.

To help students complete their studies on time and increase their motivation, study programme managers through study programmes provide information on various scholarships to students, such as Academic Potential Improvement (Peningkatan Potensi Akademik – PPA) scholarships, Bank Indonesia scholarships, Supersemar and others.

In addition to the facilities used by the students, there are also public facilities that are used together with the community:

1. Darul Ulum Unib Mosque which is used for worship activities and the development of students' interests and talents in the field of Islamic spirituality.

2. Bank BNI (Bank Nasional Indonesia) 46 which can serve financial transactions throughout the academic community, as in students this service can be used for tuition fees payments and lecturers can be used for financial transactions in Research and PKM activities.
3. Multipurpose Building, which can be used by the academic community to conduct meetings with a room capacity of 1000 people.
4. Canteens available at UNIB and FKIP which provide foods, drinks and snacks.
5. Daycare

The Faculty's financial support is intended for:

1. Practicum;
2. Office Supplies and Stationary;
3. Self-development;
4. The Management's Honorarium;
5. Maintenance and Procurement of educational facilities and infrastructure;
6. The cost of scientific activity;
7. Administrative operating expenses;
8. Assistance costs for BEM activities.

The submission is made through Budget Planning which is carried out openly in a working meeting. The Coordinator of Study Programme submits a Work Programme and Budget Plan to the Dean of FKIP which includes both receipts and expenses. Budget Planning is incorporated into the subject of the budget corresponding to educational and administrative activities.

6.2 Assessment

6.2.1 Physical facilities

Learning resources of UNIB and FKIP UNIB (infrastructure/buildings, course rooms/lecture halls /IT) seem to be appropriate and sufficient to achieve the qualification goals. The various teaching rooms at the faculty are of suitable sizes and well equipped with various IT technical equipment which enables a modern and pedagogically up-to-date form of teaching. In all classrooms there is wi-fi which enables access to the internet and the information system used at the university. All rooms are provided with adequate electricity, air conditioning, and ventilation systems as well.

Regarding the study programmes of BELE/MELE and BETE/MEE there are already certain laboratories installed – “Microteaching Laboratory” in case of BELE/MELE, “Simulation Practi-

cum” and a “Laboratory Practicum” in case of BETE/MEE –, which gives graduates/post-graduates an excellent opportunity to gain first practical school experience inside the university. However, the capacities should be extended (e.g. a specially equipped room with a selection of teaching materials). It should be examined whether the possibility exists to invite pupils (school classes) from the region to create a more authentic teaching situation. This real learning arrangement could, in turn, be used to contribute to scientific research as well: Data could be collected and evaluated in, for example, scientific term papers or respective theses.

The FT UNIB has a library to which students have free access. In the library, there is ample opportunity to access various forms of literature in both physical and online form and there are reading rooms where students can study without being disturbed. Textbooks, software, and other electronic media are the forms of library services that can be generally used by students and lecturers for free to support academic activities.

It is pleasing that the UNIB also has various offers for the practice of sports activities, such as basketball, volleyball, and football. These sports facilities enable the students to exercise and thus ensure good conditions for a mental and physical surplus that will benefit them during busy periods of study.

6.2.2 IT-infrastructure and LMS systems

It generally seems that the university has an IT infrastructure that supports the work of all groups of employees and that ensures a quick and efficient handling of everything related to teaching and research. The university’s information system PAK and their Learning Management System (LMS) ensure students safe and quick access to various relevant information such as grades, schedules, homework, teaching material and material from various lectures, which makes it easier for students to have a continuous overview of their studies. Based on interviews with the students, it seems that the IT technical systems support their everyday life at the university, and they say that the various lecturers are good at using them.

6.2.3 Student support

There are several options for the students to get help and support during their studies. Using academic counselling and support of the career centre, there is plenty of advice and guidance for the students during their studies. This help is especially important when the students must contact companies in connection with choosing an internship and later in connection with the preparation of a graduation project. In addition, several of the study programmes have a well-functioning student association where events are regularly held with visits from former students and companies who give presentations about working as an engineer in a company. These events give the students insights into the working life after their studies and opportunities to

establish a network with the industry. A newly opened student centre at the campus will also contribute to a productive learning and studying environment for all students.

Based on interviews with the students, it seems that various support opportunities work well, and they also confirm that the administrative staff are good at helping when problems arise during the course of study. The needs of a heterogeneous and diverse student body at UNIB are already taken into account satisfactorily (e.g. providing a barrier-free access to all University buildings). The representatives of the University of Bengkulu stated that they have special scholarships for underprivileged students. They also say that they try to provide academic services specific to students from other areas of Indonesia to get adjusted with the different live in Bengkulu, e. g. from West Papua. In addition, they were very serious about students with families/jobs providing special support, i.e., weekend lectures, online learning.

UNIB's representatives also stated that they do not discriminate students based on gender, religion and ethnicities. However, there is still indication that they discriminate people based on their sexual orientations. Given the recent legal situation in Indonesia it seems reasonable to foster students critical thinking and to give space in "freedom of thought". In a similar way, UNIB seems ambiguous in relation to the equality towards non-religious and/or atheist people. Although UNIB's representatives stated that they do not want to discriminate non-religious and/or atheist people they still demand students to name their creed on the Identity Card referring legal requirements. However, this state regulation has been abandoned in 2016 since when citizens can leave the religion column empty. Therefore, the University should widen its understanding of inclusive education to create a university environment that supports equal opportunities for all students regardless of disabilities, migration background, or diverse religious or sexual orientations etc.

As good as these support activities are, the expert panel misses support for international exchange as a key to become a global (visible) university. All departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students are able to substantially contribute in developing the UNIB to become a university with international reputation. But internationalization is so far only selectively considered. In the opinion of the expert panel, it is necessary to spread its solution efforts to all persons responsible within the university management, schools, teaching staff student body etc.

Teaching staff and student mobility with South-Asian regions has developed well so far (e.g. Cambodia, Taiwan, Japan), supported by MBKM and partially based on government and University funding. However, the current solution still not covers the needs of all students and staff members. The UNIB should find a way to increase students and teaching staff mobility within the South-Asian region and elsewhere in order to raise the attractiveness for applying for international funding. Staying abroad of short or longer duration in English speaking countries

(as e.g. assistant teachers, exchange semester abroad, internship abroad) seems to be most urgently to students in BELE and MELE. Therefore, UNIB's management should provide sufficient scholarships to enable students for exchange studies abroad.

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 programmes and other activities.

7.1 Status

The UNIB effectively collects and evaluates not only data of students, lecturers, teaching staff, graduates, and other stakeholders, but also Key Performance Indicators and Additional Performance Indicators. The gathering of data covers the whole student-life-cycle:

- Data gathering starts with an Entry survey. This survey is conducted on new students at orientation time. The purpose of the survey is to obtain background information on students, such as area/ethnic/province origin, economic background, school origin, etc. The results of this survey can be one of the foundations for the implementation of learning methods in each Study Programme.
- The student academic progress is monitored through the academic portal system (<https://pak.unib.ac.id>). Academic supervisors can monitor the academic progress based on student GPA in each semester. Students with academic problems, including those who must drop out, will be addressed by this system.
- The Academic Information System (SIKAD) is the working instrument of the students. As such it contains information about profiles, study development and progress, the record of study results (grades), student successes and failures, courses and lecturers, class schedules, academic supervisors, number of students, the status of active and inactive students, student graduation, file sharing references and guides. Students can access a list of courses, room and class schedules, lecturers, KRS, academic supervisors, reports of the semester and cumulative study results (grade), student status, and student profiles. They also use SIKAD as the online-evaluate tool for assessing courses. SIKAD can be accessed by relevant units to process, update, monitor and evaluate the progress of students' studies. SIKAD is also connected with bank partners for students to carry out tuition fee payments.
- The students' satisfaction with the learning process for each lecturer can be accessed through (<https://siepel.unib.ac.id/>). The items of students' course evaluations of lecturer's teaching activities are:
 - Pedagogic Values
 - The lecturers clearly prepare and convey in detail the RPS.
 - The lecturers prepare Learning Media & Technology, learning resources, study materials, and references.

- The lecturers create a conducive, fun, and exciting class atmosphere for students to learn.
- The lecturers use media and multimedia technology in face-to-face learning.
- The lecturers assess the results of exams and assignments objectively.
- The assignment materials, UTS, and UAS are following the RPS.
- The lecturers plan Online Learning (Online) beside face-to-face learning in RPS.
- The lecturers use virtual face-to-face applications (Online) in learning.
- The lecturers start and end classes according to the time allocated either face-to-face or online learning classes.
- The lecturers teach the student with the material and time following the RPS.
- The lecturers apply the SCL method and provide opportunities for students to be actively involved in learning by asking questions, discussing, and updating each study material according to the latest science developments.
- The lecturers use e-learning.
- The lecturers use virtual face-to-face applications (online) in learning other than e-learning such as zoom meetings, google meet, skype, WhatsApp, and others.
- The available internet hotspots are sufficient for learning.
- Each lecture room has a whiteboard, markers, LCD, and AC that are ready and suitable for use.
- The lecturers return the assignments with constructive feedback on assignments and exams given either face-to-face or in virtual class (online).
- Professional Values
 - The lecturers master the field of science with the latest issues in the field being taught.
 - The lecturers develop teaching materials with references and current issues in the field being taught.
 - The lecturers follow the latest developments in information and communication technology to improve the quality of online learning.
 - The lecturers use the results of research and community service to improve the quality of learning.
- Personality Value
 - The lecturers should be examples or role models in behaviour and attitude.
 - The lecturers show good integrity in their words and actions.
 - The lecturers are fair and tolerant in treating student diversity.
 - The lecturers easily adapt to any changes and developments in information and communication technology.

- Social Values
 - The lecturers know the students who follow their lectures.
 - Academic matters, the students should have easy access to make an appointment with their lecturers.
 - The lecturers can communicate in oral and written coherently.
 - The lecturers are easy to contact via online.
 - The lecturers use virtual interactive communication applications (Online) to provide support, motivation, enthusiasm, and improvement of discipline and responsibility.
- The Class Attendance System is created to record the attendance of student as a basis for eligibility to take exams.
- The inter-semester class registration system is an additional system to facilitate inter-semester classes whose duration is shorter than the regular one. Registration for inter-semester class is intended to record students who will take part in these activities.
- The Online community service system monitors students' participation in community service activities by tracking their location real-time. Students can document their activities and share them with their supervisors.
- There is a satisfaction survey in form of a questionnaire of 48 questions which cover: service requirements, procedures, paces, fees/tariff, facilities and infrastructures, conformity of service products according to standards, the ability/ competence and manners of service officers, complaints, suggestions, inputs handling and information provision services at UNIB. The survey is not only designed in such a way that students can address deficiencies, but also to inform about improvements of late.
- In addition, the faculty's quality assurance unit (UPM) also conducts exit surveys to assess the implementation of thesis guidance and academic services in laboratories, study programmes, departments, and faculties.
- Finally, the effectiveness and productivity of the educational process at UNIB can be represented by the length of the graduate study period and the grade point average (GPA) of the graduates that are both monitored.

In addition to information gathered from students directly, the UNIB collects data about the graduates via the "Graduate Career Information Centre" (CDC). Among its tasks is the conduct of satisfaction survey of employers with the graduates that they employ. This survey is conducted by various methods, e.g. direct interviews or online questionnaires by using a Google form. It includes questions about graduate performance in integrity, professionalism, communication, teamwork, foreign language mastery skill, management, and IT skills.

Other information gathering systems concentrate on the lecturers:

- The Human Resources System (SISTER) collects data on lecturers and manages their portfolios for career development purposes. The data in the portfolio can be claimed in the credit score assessment process and lecturer certification. Assessors or reviewers can evaluate lecturer activities.
- The Remuneration Information System assists the remuneration team in handling employee incentive calculations and provides reports of direct incentives, indirect incentives, incentives received by employees, and the percentage of incentives divided for the needs of the management.
- An Attendance system using fingerprint mechanism records attendance of lecturers and educational staff once they are within the area of UNIB. In addition, the Class Attendance System monitors not only student attendance, but those of the lecturers as well. It is also created as a course journal to inform the quality assurance units of the conformity of lecture materials designed by the lecturers with RPS and Lesson Plan.

Of course, there are other IT-systems that provide information to the staff of the UNIB about the inventory. For example, the Library Management Information System (e-library) helps the services and library staff in managing the library. The library staff can always monitor the availability of books, the list of new books, borrowed books, and returned books. The library system at UNIB simplifies the inventory of the available books and other related information at the library.

Finally, the Career Center of UNIB plays an important role in developing and maintaining relations between the UNIB and society. It is not only a key player in establishing relations of students to potential employers. It also manages activities of teaching staff and the students for the society (community service). This third pillar of the Tri Dharma increase students' employability, plays an active role for innovations in industry and helps to readjust the study programmes to changing needs of society.

7.2 Assessment

The UNIB shows a professional approach to collecting and using data in its information management system. There are well-established routines of collecting objective data from students and staff, concerning teaching conditions, teaching processes, teaching outcomes and results. There is an extensive collection of data concerning students and the lecturers.

Many sources of data are used:

- Objective sources of data:
 - socio-demographic data,
 - study attendance,
 - grades in final exams,
 - measuring the length of attendance of courses
- Subjective data:
 - evaluation of processes,
 - evaluation of teaching and learning methods,
 - evaluation of the learning process by students

The analysis of the data seems to be profound and the usage of data for monitoring purposes seems to be an integrated part of the management at faculty and course level. Students' achievements in their studies are in this way monitored very closely.

The University of Bengkulu corporates a data-oriented leadership and data-oriented decision-making. The usage of data for quality assurance processes seem to be an integrated part of the management on faculty and study-programme level. Students' achievements in their studies are monitored very closely.

The collection of data seems in some respect overambitious. In the Online Community Service System (SIKANDO) there is even an integrated application of geolocation which locates and registers the students' real-time position at the community service location as a form of attendance monitoring. This extensive collection of data concerning students provides UNIB with a very broad database, especially when it comes to students' behaviour and performance in the study programmes. The UNIB should apply scientific standards when analysing and interpreting information taken from that data. The large amount of data might entice the UNIB to draw hasty conclusions (e.g. how can conclusions be drawn from socio-demographic data, taken from the entry survey, in order to choose teaching methods). Besides, the UNIB should take into account that academic freedom is not compatible with a patronizing data-collecting and data-monitoring system.

Students do not seem to be involved in the further process of analysing the data and reflecting the conclusion taken from the data. This is an area where the UNIB has room for improvement. The UNIB should be aware that not the data itself leads to quality improvement, but the open

and trust-based discussion on its results, where the students, as one of the most important stake-holders of the learning process, should be involved. Involvement in the analysis of evaluation data of students and teachers should be reinforced. Results of evaluation should be made more transparent (see chapter III.9).

Nevertheless, the criterion for an effective, data-based information system is fulfilled, as the UNIB shows in many elaborated ways that the collected data is part of the quality assurance management.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

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

8.1 Status

Most information of the UNIB is accessible on the university's official website (www.unib.ac.id). The website provides access to the latest data of information related to the university profile, offices, academics, scholarships, general information, and reports, admission system for the new students and the academic regulations. The website contains external links to connect UNIB with information of – for example – the Ministry of Education, governmental agencies, and professional associations. The website of the UNIB is bilingual; information are presented both in Indonesian and English.

The website is periodically updated by the “Public Relation Division” (Hubungan Masyarakat – HUMAS) that is coordinated by the “Information and Documentation Officers” (Pejabat Pengolah Informasi dan Dokumentasi – PPID).

In addition to the website, the public can access information about the UNIB through social media accounts such as Facebook, Instagram, Twitter and YouTube.

8.2 Assessment

Most members of the expert panel have no language competencies in Indonesian. Therefore, the assessment concentrates on the English version of UNIB's website.

The UNIB has made a SWOT-analysis of their website and came to the conclusion that despite the strength of a continuous updating the “design of the website is outdated [and the] layout (...) is unorganized”. The immediate plans for improvement, however, concentrate on elimination of user complaint and on technical issues like stability of the website's performance in case of massive increases of users at a given time.

The expert panel strongly suggests that a relaunch of the website with a more attractive and user-friendly design and layout should be a priority. Students, employers, and other stakeholders should find their most relevant information immediately.

Furthermore, public information should not be reduced to websites or social media. The students should be given all relevant information about the study programmes they want to attend. A website may be a good introduction of key information. For an in-depth information, additional documents should be provided, e.g. syllabi of the study programmes, students guides,

RPS etc. These documentation should be included on the study programmes' website. Alternatively, an information package could be presented via e-mail to interested people that at least the applicants for a study programme are thoroughly informed.

8.3 Conclusion

The criterion is **fulfilled**.

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

Institutions should monitor and periodically review their programmes 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 programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Status

The UNIB conducts regular monitoring and review of study programs to ensure the learning outcomes are set and adapted to the needs of students and the community. Systematic monitoring is a part of the Internal Quality Assurance System (SPMI) of UNIB through the Internal Quality Audit (AMI) that is conducted by the “Institute of Learning Development and Quality Assurance” (LPMPP). AMI is an objective evaluation process to ensure that the activities at UNIB are in accordance with the procedures set and that the results of these activities are in accordance with the standards set by UNIB. If the implementation of a study programme is not in accordance with the standards, corrective actions are applied. In its implementation, the LPMPP has full, independent and unlimited access to all the documents prepared by the study programmes. The auditor checks the completeness of all forms of documents and in order to obtain the necessary data and information according to the scope of the audit. AMI collects documents on the three levels of university, faculty, and of study programmes. Exemplary documents gathered from the three levels are:

- University level: Program Implementation Policy, Quality Policy/ SPMI, University Business Strategic Plan, Quality Documents (Standards, Manuals, Procedures), Academic and Non-Academic Regulations, Rector’s Decree and Circular Letter;
- Faculty level: Academic Policy, Dean Decree, Standard Operating Procedure of Programme Implementation and Evaluation;
- Study programme level: Academic Manuscripts/ Curriculum Documents, Lesson Plan Document, Manual/ Work Instruction, Learning Modules, Learning Implementation Document, Learning Evaluation Document.

AMI has been introduced in 2019, so that by 2022 it has run four cycles. In 2021 AMI has been conducted on 78 undergraduate and postgraduate Study Programmes. AMI auditors were appointed by Rector's Decree. Based on the Assignment Letter, there were 61 certified auditors appointed. The evaluation was carried out in two stages. They are Desk Evaluation (adequacy audit) and Field Assessment (compliance audit). The overall evaluation results show that the average criterion score is above 3 on a scale of 0-4.

The results gathered are presented to the university's leadership first, then submitted to the faculty and at last to the directors of the study programmes. The AMI results of each study program are discussed in the Management Review Meeting (Rapat Tinjauan Manajemen – RTM) at the faculty level. The Quality Assurance Team at the faculty level and the Quality Assurance team in each study programme analyse the data in RTMs and proposes recommendations for potential future improvements. The results of the learning evaluation are also followed up by the dean, the head of study programmes, and supporting lecturers to find solutions and raise the standard of learning. The RTM results, the learning outcomes report, will be used as the basis for UNIB leaders to improve the quality of learning, including improving the infrastructure. Corrective actions determined based on the RTM are implemented in determining the Business and Budget Plan (Rencana Bisnis dan Anggaran – RBA) of the faculty in accordance with the improvement targets to be achieved. In addition, the results of the RTM are used as the basis for standard revisions so that sustainable quality improvement is achieved.

Based on the results of the internal and external evaluation, UNIB revised its standard by adding 24 additional standards in 2020. Likewise, as a follow-up to the results of the AMI at the university level, additional facilities like the Integrated Service Building and Clinic were added.

9.2 Assessment

The UNIB has implemented a continuous monitoring and readjustment process for all study programmes. The review panel can attest that the internal quality management works because all curricula include important and well-established subjects according to international standards – international literature, methods and trends are integrated into the study programmes. The content of the study programmes reflects the needs of Indonesian society and the district of Bengkulu.

All study programmes are evaluated uniformly and regularly with the relevant stakeholders involved in the readjustment of the programmes. Evaluation of the study programmes is done regularly and according to international standards. Each semester, all courses are evaluated, and the study programmes designs are evaluated every four years. Evaluation of courses is done in the form of a survey anonymously, and questions are partially tailored to individual programs. Results are communicated to students and teaching staff adequately. The measures in place are effective in meeting students' expectations, students' satisfaction, and students' successful completion of the programmes. New study programmes benefit herein from existing standards and procedures that are already in place. The quality assurance instruments are suitable for ensuring the quality of the programmes according to international standards.

Administrative staff, teaching staff, and – in particular – students are aware of the monitoring and readjustment processes, the engagement of the stakeholders in the monitoring and readjustment processes, and the strategic goals of the UNIB and their implications for the department and the study programmes. In particular, students are aware of the potential and impact of their engagement in the processes, yet they are not informed about the results (see below). Student progress regulations comply with regulations of the Indonesian government.

The selection of evaluation reports has been limited, and it seems that all evaluation reports provided for the accreditation have been positive. The recommendation is to provide a wider selection of evaluation reports and ensure that also critical remarks are being considered in evaluation.

The integration of state of art and how it develops can be refined in the study programmes. This means intensifying student and teaching staff exchange with at an international level, and a strategic plan to integrate modern developments concerning in particular, sustainability as an important topic for society in curricula. In particular, the architecture programme and students would benefit from sustainability topics as the use of renewable materials in construction.

Students, unlike faculty and teaching staff, do not receive insight into the evaluation results, although this desire exists. As a result, students do not receive feedback on what impact the evaluation results have on the further development of the faculty, teaching staff and the study programme. The results of the course evaluations, therefore, should be presented to the student of the respective course in a suitable form.

According to the self-report and the discussions with teachers and students of the FT UNIB, students take not part in the RTM. Given that they are the ones most prominently affected by any changes of the study programme, their voice should be heard in a broader way than just filling in the course evaluation questionnaires about the lecturers' performances.

9.3 Conclusion

The criterion is **fulfilled**. The expert panel suggest the following recommendations:

- The results of the course evaluations should be presented to the student of the respective course in a suitable form.
- Student participation should be included in the RTMs.

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 Status

The Ministry of Education, Culture, Research and Technology implements a Higher Education Quality Assurance System (SN Dikti) to ensure the quality of the study programmes and the higher education institution. The assessment is planned, implemented, documented and evaluated by the National Accreditation Board for Indonesian Higher Education (BAN-PT) or the Independent Accreditation Board (LAM) through the accreditation process based on their authority.

The External Quality Assurance System (SPME) implements an assessment every five years. The goals of SPME are to:

- determine the quality of the study programme and Higher Education based on the criteria of SN Dikti and
- ensure the quality of the study programme externally in both academic and non-academic fields.

HEIs submits a request for re-accreditation of the study programme to LAM or BAN-PT for maintaining and enhancing the accreditation status and accreditation rank.

The process of accreditation is conducted at the level of study programmes, faculty, and university. The office of “Education and Teaching Quality Assurance” (LPMPP) prepares the documents of the policy of quality management, quality management manual, quality management report, and others.

Based on the latest data of the accreditation of study programmes at the University of Bengkulu until June 2022, 20 study programmes gained “excellent” rank, 51 study programmes gained “B” rank, 10 study programmes gained “C” rank. In conclusion, 25% of the study programmes at the University of Bengkulu has gained the top rank in the last accreditation.

10.2 Assessment

UNIB's external quality assurance is performed by national regulation. Other forms of quality assurance have not been considered so far on a regular basis.

According to the self-evaluation report and the discussions of the expert panel with UNIB management, lecturers, staff, and students, the external quality assurance of the Indonesian government is appropriate and does cover all academic levels, i.e. university, faculty, and study programme level. The external quality assurance that observers not only the internal development in a five year span, but also ensures the compliance with the legal requirements. As the UNIB is highly regulated by national legislation, the internal quality assurance system has been developed in accordance with the external standards by BAN-PT and LAM. The results of the accreditation are published, and the rating of study programmes, faculty and UNIB as a whole influence students in their decision where to start studying.

From the point of view of the expert panel, the thorough process of accreditation and re-accreditation on a recurring basis helps to promote internal quality assurance and to implement new official requirements such as the introduction of a new competency scheme in 2015 that differentiates between core competencies, additional and other competencies with respect to the learning outcomes of the study programmes.

However, it seems to the expert panel that the criteria of the external quality assurance are formal and mostly based on KPIs. The UNIB should consider to add other external quality assurance tools like an assessment of the research activities by an international expert panel. This could strengthen the commitment to the vision of "Becoming a world-class university" and could provide essential recommendations for action.

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 and the German Council of Science and Humanities (WR)**

The study programmes „Bachelor in Early Childhood Teacher Education” (BECTE), “Bachelor in Guidance and Counselling” (BGC), “Bachelor in English Language Education” (BELE), “Bachelor in Indonesian Language Education” (BILE), “Bachelor in Elementary Teacher Education” (BETE), “Bachelor in Physical Education” (BPE), “Bachelor in Non-formal Education” (BNE), “Magister in English Language Education” (MELE), “Magister in Indonesian Education” (MILE), “Magister in Educational Technology” (MET), “Magister in Educational Administration” (MEA), and “Magister in Elementary Education” (MEE) were assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), and the national or other relevant regulations.

The expert group concludes that the ESG standards 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 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 programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend the accreditation of the study programmes „Bachelor in Early Childhood Teacher Education” (BECTE), “Bachelor in Guidance and Counselling” (BGC), “Bachelor in English Language Education” (BELE), “Bachelor in Indonesian Language Education” (BILE), “Bachelor in Elementary Teacher Education” (BETE), “Bachelor in Physical Education” (BPE), “Bachelor in Non-formal Education” (BNE), “Magister in English Language Education” (MELE), “Magister in Indonesian Education” (MILE), “Magister in Educational Technology” (MET), “Magister in Educational Administration” (MEA), and “Magister in Elementary Education” (MEE). The peer-review experts recommend the following **recommendations**:

General recommendations

- The results of the course evaluations should be presented to the student of the respective course in a suitable form.
- Student participation should be included in the RTMs.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on 25 September 2023.

General recommendations for all study programmes:

- The results of the course evaluations should be presented to the student of the respective course in a suitable form.
- Student participation should be included in the RTMs.

Bachelor in Early Childhood Teacher Education (BECTE):

The study programme “Bachelor in Early Childhood Teacher Education” (BECTE) of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor in Guidance and Counselling (BGC):

The study programme “Bachelor in Guidance and Counselling” (BGC) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor in English Language Education (BELE):

The study programme “Bachelor in English Language Education” (BELE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor in Indonesian Language Education (BILE):

The study programme “Bachelor in Indonesian Language Education” (BILE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor in Elementary Teacher Education (BETE):

The study programme “Bachelor in Elementary Teacher Education” (BETE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor in Physical Education (BPE):

The study programme “Bachelor in Physical Education” (BPE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Bachelor in Non-formal Education (BNE):

The study programme “Bachelor in Non-formal Education” (BNE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Magister in English Language Education (MELE):

The study programme “Magister in English Language Education” (MELE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Magister in Indonesian Education (MILE):

The study programme “Magister in Indonesian Education” (MILE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Magister in Educational Technology (MET):

The study programme “Magister in Educational Technology” (MET) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Magister in Educational Administration (MEA):

The study programme “Magister in Educational Administration” (MEA) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.

Magister in Elementary Education (MEE):

The study programme “Magister in Elementary Education” (MEE) at the University of Bengkulu is accredited without any conditions.

The accreditation is valid until 30. September 2029.