

## **Accreditation Report**

**University of Bengkulu,  
Sumatra - Republic of Indonesia**

The Faculty of Teacher and Training

**Bachelor in Natural Science Education (Bachelor in Education), Bachelor in Physics Education (Bachelor in Education), Bachelor in Chemistry Education (Bachelor in Education), Bachelor in Biology Education (Bachelor in Education), Bachelor in Mathematics Education (Bachelor in Education), Magister in Natural Science Education (Magister in Education), Magister in Mathematics Education (Magister in Education), Doctor in Education (Dr. in Education)**

### **I. Procedure**

Date of contract: 31 March 2022

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

Date of site visit: 28 February – 02 March 2023

Attendance by ACQUIN office: Robert Raback

Accreditation decision: 06 June 2024

Peer review experts:

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- **Prof Dr. Roberto Ambrosini**, University of Milan, Dep. of Environmental Science and Policy
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- **Prof. RNDr. Nad'a Vondrová, Ph.D.**, Charles University, Head of Department of Mathematics and Mathematical Education
- **Prof. Dr. Marcus Hammann**, University of Muenster, Centre for didactics of biology, Professor of didactics of biology
- **Prof. Guglielmina Diolaiuti**, University of Milan, Dep. of Environmental Science and Policy
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- **Professor Linda Evans**, University of Manchester, Manchester Institute of Education, FAcSS, Associate Dean for Academic and Research Staff Development, Professor of Education
- **Dr. Carlos Machado**, Educational Advisor, CM Consulting
- **Simon Schachtl**, Student of the University of Regensburg, Teacher Training Biology/English



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

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are considered.



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## II. Introduction

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

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

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

The 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 programs.



## 1. The Higher Education System in Indonesia

### 1.1. Historical development

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

After Indonesia's declaration of independence in 1945, the education system underwent a massive expansion, reflecting the increased value of education for the young nation. Numerous foundations of universities like the Universitas Gadjah Mada in Yogyakarta (1949) and the Universitas Indonesia in Jakarta (1950, which emerged from earlier institutions) date from this period. A particularly important role with regard to the diversification of the higher education system was played by the higher education legislation of the early 1960s. The Higher Education Act No. 22 of 1961 stipulated that every province in Indonesia had to have at least one state university, which led to the establishment of 23 new 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 programs was standardised along the lines of the Anglo-American system with bachelor's, master's and PhD degrees, a credit point system, and the division into fully academic and vocational study programs were introduced.



## 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 have most of the country's current 739 doctoral programs.

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

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

In terms of their legal status, state universities are divided into three categories: autonomous universities (PTN-BH: Perguruan Tinggi Negeri – Badan Hukum); universities with partial financial flexibility (PTN-BLU: Perguruan Tinggi Negeri – Badan Layanan Umum); and universities as full state educational institutions (PTN). Initial efforts to grant universities more autonomy date back to 1999 and were expanded in the following years, gradually first to seven state universities – including the country's top four universities – which were granted the status of autonomous universities (PTN-BH). Currently, twelve state universities out of the 122 belong to this group. They are all characterised by a higher degree of self-governance and independent financial management, as well as a dual management structure: in all academic as well as development-related matters, decisions are made by a senate composed of



members of the faculties. Financial supervision and the election of the rector, on the other hand, are subject to a university council, which includes representatives of the Ministry of Education. (For comparison: in the non-autonomous universities, the rectors are still appointed by the ministry). In financial terms, these universities are allowed to make shifts within their overall budget, generate their own income and build up capital.

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

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

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

The DIKTI distinguishes between the following types of HEI (in brackets the number of state and private institutions per type): Universitas (646), Institute (132), Sekolah Tinggi (1,361), Akademi (772), Akademi Komunitas (36), Politeknik (219). All these institutions can be 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) study 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 programs with diploma degrees that focus on practical vocational training. To meet the demand for qualified personnel in regions with high industrial or labour market potential, but which do not have HEIs, the establishment of 36 so-called Akademi Komunitas was started in 2012, which offer one-year and two-year courses of study leading to professional qualifications with the degrees D 1 and D 2 respectively.

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

### **1.3. Accreditation System in Indonesia**

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



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

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

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

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

### 2.1. The University of Bengkulu (UNIB)

The University of Bengkulu 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 31<sup>st</sup>, 1982, and it was officially opened on April 24<sup>th</sup>, 1982.

The strategic plans of the Ministry that are relevant to the university emphasizing 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 programs in all levels of tertiary education. There are 5 study programs on doctoral level, 21 study programs with magister degree, 44 study programs with bachelor's degree, 9 study programs 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 programs.



## 2.2. The Faculty of Teacher and Training

The Faculty of Teacher Training and Education of the University of Bengkulu (henceforth FKIP - Fakultas Keguruan dan Ilmu Pendidikan - UNIB) was established in 1982 based on the Decree of the Minister of Education and Culture.

FKIP UNIB currently has grown into a large faculty from within and outside. FKIP UNIB is one of the State FKIPs in Indonesia which has received the mandate to organise the Integrated Teacher Profession Program since 2011. Moreover, most of its study programs have been accredited by the Board of National Accreditation for Higher Education with good qualifications. It also has a wide choice of study programs ranging from Vocation (D-III), Bachelor (S1), Magister (S2), and Doctor (S3) programs. Additionally, both national and international collaborations are conducted continually. Furthermore, the students studying at FKIP consist of various ethnicities and multinational backgrounds.

All different curriculums offered by FKIP UNIB are based on the Indonesian National Qualification Framework for Teacher Professional Education, the Ministry of Higher Education and the National Standard of Education.

In 2016, FKIP accepted the first Doctoral in Educational Program students. Thus, FKIP now has 20 study programs: one vocational program, eleven bachelor programs, seven magister programs, and one doctoral program.

To develop the quality of its study programs and teaching and learning process, FKIP submitted international accreditation through Acquin, registered in the European Quality Assurance Register for Higher Education (EQAR).



### 3. General information on the study programs

#### 3.1. Bachelor in Natural Science Education (B.Ed.)

|                                       |  |
|---------------------------------------|--|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education  |
| Date of introduction                  | October 2017   |
| Faculty/ department                   | Faculty of Teacher Training and Education  |
| Standard period of study              | 4 years  |
| Number of ECTS credits                | 222 ECTS   |
| Number of study places per year       | 80   |
| Number of students currently enrolled | 208  |
| Average number of graduates per year  | n/a  |
| Form of study                         | Full-time  |
| Tuition fee                           | Ranges from 33 USD to 386 USD per semester for Indonesian student, depending on the financial situation. |

#### 3.2. Bachelor in Physics Education (B.Ed.)

|                                       |  |
|---------------------------------------|--|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education  |
| Date of introduction                  | August 1995  |
| Faculty/ department                   | Faculty of Teacher Training and Education  |
| Standard period of study              | 4 years  |
| Number of ECTS credits                | 230 ECTS   |
| Number of study places per year       | 70   |
| Number of students currently enrolled | 188  |
| Average number of graduates per year  | 50   |
| Form of study                         | Full-time  |
| Tuition fee                           | Ranges from 67 USD to 384 USD per semester for Indonesian student, depending on the financial situation. |



**3.3. Bachelor in Chemistry Education (B.Ed.)**

|                                       |   |
|---------------------------------------|---|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education   |
| Date of introduction                  | August 1995   |
| Faculty/ department                   | Faculty of Teacher Training and Education   |
| Standard period of study              | 4 years   |
| Number of ECTS credits                | 223.5 ECTS  |
| Number of study places per year       | 80  |
| Number of students currently enrolled | 182   |
| Average number of graduates per year  | 35  |
| Form of study                         | Full-time   |
| Tuition fee                           | Ranges from 33.75 USD to 337.5 USD per semester for Indonesian student, depending on the financial situation. |

**3.4. Bachelor in Biology Education (B.Ed.)**

|                                       |  |
|---------------------------------------|--|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education  |
| Date of introduction                  | August 1995  |
| Faculty/ department                   | Faculty of Teacher Training and Education  |
| Standard period of study              | 4 years  |
| Number of ECTS credits                | 218,95 ECTS  |
| Number of study places per year       | 80   |
| Number of students currently enrolled | 328  |
| Average number of graduates per year  | 48   |
| Form of study                         | Full-time  |
| Tuition fee                           | Ranges from 33 USD to 391 USD per semester for Indonesian student, depending on the financial situation. |



**3.5. Bachelor in Mathematics Education (B.Ed.)**

|                                       |  |
|---------------------------------------|--|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education  |
| Date of introduction                  | August 1995  |
| Faculty/ department                   | Faculty of Teacher Training and Education  |
| Standard period of study              | 4 years  |
| Number of ECTS credits                | 229,52 ECTS  |
| Number of study places per year       | 80   |
| Number of students currently enrolled | 316  |
| Average number of graduates per year  | 56   |
| Form of study                         | Full-time  |
| Tuition fee                           | Ranges from 33 USD to 390 USD per semester for Indonesian student, depending on the financial situation. |

**3.6. Magister in Mathematics Education (M.Ed.)**

|                                       |   |
|---------------------------------------|---|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education   |
| Date of introduction                  | November 2010   |
| Faculty/ department                   | Faculty of Teacher Training and Education   |
| Standard period of study              | 2 years   |
| Number of ECTS credits                | 75.2 ECTS   |
| Number of study places per year       | 40  |
| Number of students currently enrolled | 54  |
| Average number of graduates per year  | 10-15   |
| Form of study                         | Full-time   |
| Tuition fee                           | Ranges from 407 USD to 470 USD per semester for Indonesian student, depending on the financial situation. |



**3.7. Magister in Natural Science Education (M.Ed.)**

|                                       |   |
|---------------------------------------|---|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education   |
| Date of introduction                  | July 2009   |
| Faculty/ department                   | Faculty of Teacher Training and Education   |
| Standard period of study              | 2 years   |
| Number of ECTS credits                | 66 ECTS   |
| Number of study places per year       | 40  |
| Number of students currently enrolled | 60  |
| Average number of graduates per year  | 10-15   |
| Form of study                         | Full-time   |
| Tuition fee                           | Ranges from 407 USD to 470 USD per semester for Indonesian student, depending on the financial situation. |

**3.8. Doctor in Education (Dr. Ed.)**

|                                       |   |
|---------------------------------------|---|
| Location                              | University of Bengkulu, Faculty of Teacher Training and Education |
| Date of introduction                  | December 2015   |
| Faculty/ department                   | Faculty of Teacher Training and Education                         |
| Standard period of study              | 3 years   |
| Number of ECTS credits                | 78.52 ECTS  |
| Number of study places per year       | 30  |
| Number of students currently enrolled | 127   |
| Average number of graduates per year  | 10  |
| Form of study                         | Full-time   |
| Tuition fee                           | 602 USD per semester  |





### III. Implementation and assessment of the criteria

#### 1. ESG 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.

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



UNIB formulated these values into several policies implemented at the study program 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 program 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 program 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 programs 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 Faculty of Teaching and Education, which are mostly schools, private education companies, business communities, etc. The process is officially accommodated through different kinds of workshops and trainings.

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



1. Establish a professional, tough, fair, and sustainable governance system
2. Develop an education and teaching system which is accessible by society to all walks of life
3. Conduct the service to society in accordance with the needs of regional, national, and international society
4. Conduct national and international research based on the area of development and growth potential
5. Conduct activities integrated into the Tri Dharma of higher education which give an impact the development of science, society, and national resilience

### 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 program 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 such as 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 is carried out every semester at the end of each study period. The evaluation of the teachers concentrates 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 programs, departments, and faculties.

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

## 1.2. Assessment

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 programs (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.

UNIB has a clear vision and mission statement as well as core values that formulate the policies for the next decades. These vision, mission, objectives, and strategies are constantly revised and broken down into five to ten-year development plans that are closely monitored by a strategic business plan.

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.

How far the scope of the SPMI reaches, is displayed in the Manual of Internal Quality Assurance System that covers a wide range of quality aspects including:

- Student and alumni standards



- Academic service standards
- Student admission standards
- Student enrolment standards
- Academic information system standards
- Curriculum implementation standards
- Curriculum evaluation standards
- E-Learning instruction standards
- Course materials preparation standards
- Laboratory / studio standards
- Field usage standards
- International class program standards
- Single tuition fee standards
- Development of Student and alumni standards
- Institutional cooperation
- Staff promotion standards
- Facility and infrastructure usage standards
- Environmental management standards
- Scientific publication standards
- Self-evaluation standards
- Internal quality audit standards

The expert panel had the opportunity to discuss the actual work of the SPMI with the Vice Rector for Academic Affairs and the Head of Quality Assurance of the FKIP. Based on recent surveys and quality assurance measurements the experts could exemplary see how the evaluation measurements are working at the UNIB in general and the FKIP in particular. According to the expert's impression, the policy for quality assurance covers all relevant areas and all relevant bodies and institutions are involved in development and implementation of quality policies. For an even better understanding within the programs, gaining more transparency of employees and students as main stakeholders in the development process of the individual curriculums would be beneficial.

The HEI demonstrates adequate concepts on gender equality and equal opportunities. Discrimination based on gender, race, or religion is not tolerated according to university management. There's a notable presence of female permanent and non-permanent staff, with no evidence of a policy of intolerance.

However, the implementation, monitoring, and revision of the policy seem to involve setting aims for each quality step toward achieving excellence by 2035.



### 1.3. Conclusion

The standard is **fulfilled**.



## 2. ESG 1.2: Design and approval of programs

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

### 2.1. Status

#### 2.1.1 General

The graduates' profile learning outcomes of each study program are determined and described in terms of learning outcomes based on the National Standard of Higher Education (SN-DIKTI) and the Indonesian Qualification Framework (IQF). This standard corresponds with the European Qualification Framework (EQF). The structure of the curriculum is developed according to learning outcomes and learning materials to achieve the specified graduate profile. Learning outcomes are formulated in terms of knowledge, general and special skills, and attitude.

The structure of the curriculum is designed to facilitate the achievement of learning outcomes. For this purpose, learning units are attached with credits according to their workload in the Indonesian SKS-system as well as the European ECTS-system. To complete a bachelor program, students have to take a minimum of 144 credits during eight semesters. For the master's program, students have a minimum load of 36 credits during four semesters, and for the doctoral program, students' minimum load is 42 credits which may be completed in eight semesters. Students are allowed to allocate the credits for each semester according to their abilities. Therefore, if the learning outcomes are good, students can complete their studies also faster.

To improve the content of the curriculums and to respond to the changes and existing needs of the labour market, external and internal stakeholders are involved and asked for input in the updating of the curricula. The external stakeholders include government officials, entrepreneurs of private companies, representatives from business communities and others.

Graduates of the programs can work as teachers in the different fields of teaching and education in the respective fields. Most of the students become teachers or lecturers themselves and start their career in private schools, public schools or even in HEI.



### **2.1.2 Bachelor in Natural Science Education (BNS)**

The natural science education study program was created in October 2017 and is one of the newest programs at FKIP and UNIB itself.

The educational program is crafted to nurture future educators equipped with comprehensive knowledge and pedagogical skills to excel in the field of natural science education. The curriculum spans over a predetermined duration, typically four years, comprising a systematic progression of theoretical instruction, practical training, and experiential learning. The curriculum is designed to provide students with a holistic understanding of natural sciences and pedagogical methodologies. Within a multifaceted curriculum, students are also taught about critical thinking approaches and research proficiency.

In carrying out its academic activities, the study program responsables also develop the curriculum by involving different internal and external stakeholders such as authorised officers, lecturers, staff, educational assistants, students, alumni, and the Natural Science Education Study Program Associations. The input from these stakeholders and other parties involved regarding the curriculum preparation are given and were discussed during the accreditation procedure in different sessions.





### 2.1.3 Bachelor in Physics Education (BPE)

The Bachelor in Physics Education program is a distinguished academic tailored to meet the requirements of future educators in the field of physics. The program reveals over a prescribed duration, typically spanning four years, characterized by progression of the theoretical Physics-related instruction, practical training, and experiential learning. The program structure allows to facilitate a seamless integration of physics content knowledge, pedagogical competencies, and practical teaching experiences. In conducting its academic activities, the study program prepares a curriculum to meet the expected graduate profiles. Preparing the curriculum involves leaders, lecturers, staff, laboratory assistants, students, alumni, experts, and the Physics Education Study Program associations.

The learning outcomes in the program provided consisting skills, e.g. the ability to analyse problems, find the source of the problem, solve problems in the physics learning process and physics laboratory management problems following the rules of physics science and propose various alternative solutions to problems and conclude them for making the right decisions and become lifelong learners who are more independent and able to adapt to the dynamic world of change. As a result, students will have skills that demonstrate the level of expertise, creativity, and innovation to solve problems in the field of physics education that lead to the achievement of EQF and IQF. Furthermore, for developing personality and soft skills of students, the Program has the intended learning outcomes on the aspects of autonomy and responsibility. The intended learning outcomes provided are expected to be able to prepare students to enter the world of work who have good personalities, knowledge and advanced insight and become part of an active and democratic society.



#### 2.1.4 Bachelor in Chemistry Education (BCE)

The program unfolds over a structured timeline, typically spanning four years, including theoretical instruction, practical training, and experiential learning. The program's structure is crafted to seamlessly integrate chemistry content knowledge, pedagogical competencies, and hands-on teaching experiences in the scientific field of chemistry and education knowledge.

The study program formulates a curriculum program that was revised in 2020 by considering the quality of graduates and input from stakeholders, including real chemistry teachers of Bengkulu City. The inputs from these stakeholders included some general remarks:

- 1) The need for teachers as supervisors of entrepreneurship activities in schools to be accommodated in the curriculum so the learning materials are also provided in the study program;
- 2) Information technology (IT) skills in developing learning materials and media knowledge, because many teachers who have not been able to develop their own teaching materials by utilising IT;
- 3) Alumni still have low ability in English language skills. They were not accommodated specifically in the form of courses, but in the lecture process in several courses, lecture materials are recommended in English;
- 4) A chemistry design course was added due to limited tools and practicum materials at school, in this chemistry course, materials were used that were always available in class;
- 5) The teachers' ability in coping with scientific work were still low and it will be accommodated with classroom action research courses (for educational research) and chemical research practice courses (for research in the laboratory). Curriculum improvement is done by taking into account input from stakeholders so that graduates are ready to work, have good personalities, knowledgeable and advanced insights, and become part of an active and democratic society.

This feedback was taken into consideration when developing the curriculum in the long-term to provide students with a better general outcome of the program achievements.



### **2.1.5 Bachelor in Biology Education (BBE)**

The Bachelor program was established in 1995 as a distinguished academic pursuit dedicated to nurturing proficient educators in the realm of biology. The study program spans a structured timeframe, typically four years, characterized by a theoretical instruction, practical training, and experiential learning. The program's structure is designed to seamlessly integrate biology content knowledge, pedagogical competencies, and practical teaching experiences.

The study program is designed to meet the target of IQF level 6 in the three main competencies; Knowledge and understanding, Skills, Autonomy and responsibility. In the field of knowledge and understanding, the expected target is advanced knowledge of biological fields involving a critical understanding of its theories and principles. The target at the skill level is to make decisions and apply methods and concepts. Meanwhile, the autonomy and responsibility section has emphasised the attitude of responsibility towards work and expertise. All of those skills are prepared to help the graduates be ready to work, have good personalities, have the knowledge and advanced insights, and become part of an active and democratic society.



### **2.1.6 Bachelor in Mathematics Education (BME)**

The Bachelor in Mathematics Education was established in 1995, together with the majority of the other educational programs in the faculty. The study program unfolds over a structured semester timeframe, typically four years, characterized by a theoretical instruction, practical training, and experiential learning. The program's structure is designed to integrate mathematics content knowledge, pedagogical competencies, and practical teaching experiences.

The qualification framework of the study program for the knowledge and understanding section is mastering pedagogical and mathematical theoretical concepts which are the main qualifications to be achieved by the study program with the framework in implementing science and technology, making decisions and managing data and information. In addition, the attitude of responsibility is included in the autonomy and responsibility section. Thus, the graduates of the program are equivalent to other universities in Indonesia and Europe, ready to work, should have good personalities, a critical mindset and practical teaching skills, knowledgeable and advanced insights, and become part of an active and democratic society.



### 2.1.7 Magister in Natural Science Education (MNS)

Building on the associated Bachelor program, the consecutive Magister program, which is designed as an advanced academic pursuit, typically spanning a duration of two years, characterized by a blend of theoretical exploration, research inquiry, and practical application. The program's structure requires advanced knowledge acquisition, research skills development, and professional growth in the field of natural science education. Moreover, it deepens and broadens students' understanding of natural science disciplines, encompassing advanced topics, current research trends, and emerging issues in the research field. The curriculum of the Magister in Natural Science Education program, compared to the bachelor's program is scientifically more deepened to provide a comprehensive and interdisciplinary exploration of natural science education, encompassing advanced coursework, research seminars, and practical experiences.

The intended learning outcomes consist of aspects of knowledge and understanding, skills, critical thinking and responsibility. These aspects are determined to meet the profiles of graduates of the study program. One aspect of the skills is being able to find and apply science content innovations (Integrated Science, Chemistry, Physics, and Biology) with Natural Conservation Education for a better life so that students have the required skills that show expertise to innovate science content through scientific research to be applied in science learning so that problems can be solved through innovation results. Likewise, the study program has an intended learning outcome on the aspects of autonomy and responsibility for the development of students' personalities and soft skills. In addition, the learning outcomes provided are expected to be able to prepare students to be ready to compete in the world of work, have good personalities, knowledge and advanced insight, and become an active and democratic part of society.



### **2.1.8 Magister in Mathematics Education (MME)**

Building on the associated Bachelor program, the consecutive Magister program, which is designed as an advanced academic pursuit, typically spanning a duration of two years, characterized by a blend of theoretical exploration, research inquiry, and practical application. The program's structure requires advanced knowledge acquisition, research skills development, and professional growth in the field of Mathematics education. Moreover, it deepens and broadens students' understanding of Mathematical knowledge and scientific disciplines, encompassing advanced topics, current research trends, and emerging issues in the research field. The curriculum of the magister program, compared to the bachelor's program is scientifically more deepened to provide a comprehensive and interdisciplinary exploration of mathematical education, encompassing advanced coursework, research seminars, and practical experiences.

The intended learning outcomes consist of aspects of mathematical knowledge and theoretical understanding, skills, critical thinking and ethical responsibilities. These aspects are determined to meet the profiles of graduates of the study program. One aspect of the skills is being able to find and apply science content innovations with a mathematical foundation in education for a better life so that students have the required skills that show expertise to innovate science content through scientific research to be applied in science learning so that problems can be solved through innovation results. Likewise, the study program has an intended learning outcome on the aspects of autonomy and responsibility for the development of students' personalities and soft skills. In addition, the learning outcomes provided are expected to be able to prepare students to be ready to compete in the world of work, have good personalities, knowledge and advanced insight, and become an active and democratic part of society.



### **2.1.9 Doctor in Education (DE)**

The Doctor in Education program represents the top achievement of academic pursuit in the field of education at FKIP UNIB. The program is structured as an advanced academic journey, typically spanning three to five years, characterized by a blend of advanced coursework, independent research, and professional practice. The program's structure is designed to provide doctoral candidates with a rich and immersive educational experience, fostering intellectual growth, research acumen, and leadership skills.

The program on a doctoral level offers a transformative educational experience for doctoral candidates seeking to advance their careers in education. Through its curriculum, emphasis on research excellence, and commitment to leadership development, the program prepares graduates to make meaningful contributions to the field of education through research and practice. It also fulfills the requirements of the Minister of Education and Culture.

In the academic activities, the study program designs a curriculum to meet the expected graduate profiles. The study program involves leaders, lecturers, staff, laboratory assistants, students, alumni, stakeholders, and experts in preparing the curriculum so that the formulated learning outcomes will prepare students to compete in the world of work, have a good personality, the requested knowledge and advanced insight, and become an active and democratic part of society.



## 2.2. Assessment

### 2.2.1 General

In accordance with the mission, values, and long-term goals of UNIB as outlined by the HEI, the study programs are aligned with the values of the university and support its mission. They contribute to the achievement of the long-term goals in that it structurally already meets international standards.

The study programs' approval process is defined by Indonesia's regulations and overseen by the national ministry of education. The study programs are reviewed every four years as part of the recurring national accreditation. The Indonesian Qualifications Framework (IQF) is used for structuring the competencies that the graduates from all programs should achieve. The IQF operates with similar termini as the EQF, providing an international comparable standard on level 6 for bachelor's degrees. The process of reviewing is conducted on faculty and program level with support of the SPMI.

Nearly all study programs have been nationally revised multiple times. Usually, rectors create a team consisting of teaching staff only to revise or develop the curriculum regularly. The new draft curriculum is also reviewed by the Senate and CQALD. There are no student members in those instances, so it could be concluded that students are not involved at the final stage of the internal development process. However, in these revisions both additional internal and external stakeholders were involved, e.g. graduates and seventh semester students that submit feedback through workshops that also include faculty managers and internal and external subject matter experts. Beside these discussions, questionnaires were handed out to external stakeholders such as expert associations. Furthermore, the study program is enhanced on the basis of student evaluations which are conducted at all semester-levels in the programs. There is no concrete pro-active involvement of students from lower semesters in corresponding committees. Maybe, a questionnaire for beginners could highlight their expectations for the study program.

Most of the required documents were presented during the accreditation procedure. Nevertheless, many of these documents were not shown in English and not visible on the website of UNIB at the respective English version. Therefore, the main documents should be furthermore updated in English and should be made public for international students to find these information on the website of UNIB.

The current workload and the intended learning outcomes of each module were still missing in the official and publicly available documents of the programs during the site visit. Meanwhile, UNIB could make clear that the faculty made further progress to overcome this concern.





English as the language of science has not yet been established in all areas of the university. This became particularly clear in the discussion rounds during the inspection, as well as in the scientific publications by the teachers itself. So far, this topic is already addressed at the faculty and university management and will also be taken into consideration at the program level, as stated by UNIB in further documents. Nevertheless, this is something to keep in mind for the re-accreditation of the programs in the future.

During the studies, the demands on international scientific standards for the students should grow accordingly. Students should therefore be given the opportunity to strengthen their own skills in scientific work and, if necessary, to develop them into a PhD at a later stage. This reflection is already seen in the curriculum so far but can be improved over time.

During the studies, the demands on international scientific standards for the students should grow accordingly. Students should therefore be given the opportunity to strengthen their own skills in scientific work and, if necessary, to develop them into a PhD at a later stage. This reflection is already seen in the curriculum so far but can be improved over time.

By implementing some general adjustments, the University can take significant strides towards aligning its programs with European standards and enhancing the quality of education provided to its students. This commitment to continuous improvement will not only benefit the University but also contribute to the advancement of education standards in Indonesia and beyond.

### **2.2.2 Bachelor in Natural Science Education (BNS)**

The goals of the study program “Bachelor in Natural Science Education” (B.Ed.) are clearly defined. Upon completion of the program, graduates will be equipped to adeptly navigate the academic landscape, addressing both general academic matters and specific challenges within the area of natural science education. They will possess the skills and knowledge necessary to compete effectively on both national and international backgrounds.

Specifically, graduates of the program will have acquired a solid foundation in natural sciences and education, enabling them to proficiently identify and analyse complex problems in the field. They will be adept at delineating the requirements for potential solutions and proficient in designing and developing education-based solutions to address these challenges.

Additionally, the program ensures that graduates are well-versed in considering legal, ethical, and social implications relevant to their work. They will demonstrate a keen understanding of the broader societal impacts of their endeavours and integrate these considerations into their professional practices. Effective communication skills will also be a hallmark of program



graduates, allowing them to convey their ideas and findings clearly and persuasively to diverse audiences.

From the point of view of the expert panel, the basic structure of the study program “Natural Science Education” (B.Ed.) meets international standards and is in principle suitable to achieve the educational goals of the program. The structure and design of the program reflect the purposes of higher education of the Council of Europe. The university supports to complete an external internships in the public, which is not mandatory in the educational field.

According to the expectations of the expert reviewers the module/course descriptions should be more detailed and should better align the learning outcomes to the content and methodology taught in the respective course. These should also be more visible to the public so that international students can find and compare them as well.

The general career opportunities represent typical occupational fields for graduates of a degree program in natural science education. In view of the contents named in the documents, the graduates of the study program should in principle be able to achieve a level of education that enables entry into the named occupational fields.

### **2.2.3 Bachelor in Physics Education (BPE)**

From point of view of the expert panel, the curriculum of the study program “Bachelor in Physics Education” is well defined and structured. In evaluating the University documentation against European Standards, it can be seen that the clarity and ambition of its vision and short-term aspirations don't yet match with the vision of the university on a global level. Therefore, also the documentation and public information of the programs like BPE could benefit from employing more cautious actions to articulate its vision while also demonstrating an acute awareness of the achievable outcomes that would be possible within a short- mid- or long-term timeframe in the programs and the faculties itself.

On the program level, the module structure and curriculum is adequate for preparing graduates to enter the Indonesian education system. However, to align with European standards, it is essential for the University to undergo further improvement on teaching staff, teaching methodologies and laboratories. to particularly enhance the quality of the program. Moreover, the provision of more adequate teaching materials in English would significantly contribute to the internationalization of all connected programs in the faculty. With that, more and more students benefit from that development in the long scope.

Engaging internal and external stakeholders, especially, students, industry partners, and regulatory bodies, in the design and approval process of programs is essential for ensuring



alignment with the national and international QA-frameworks and also meeting the diverse needs of stakeholders.

#### **2.2.4 Bachelor in Chemistry Education (BCE)**

From the point of view of the expert panel, the curriculum of the study program “Bachelor in Chemistry Education” is well defined and structured. In further assessing the programs` documentation through the lens of European Standards, it gets clear that the program responsables have an inherent vision of the main objectives of the program. Yet it is shown that the faculty and the program structure still have to undergo further development processes to reach international visibility for the program itself. The discussed outcomes across short-, mid-, and long-term horizons are still very much realistic and reachable for a program within Indonesia and the ASEAN countries. Therefore, on the program level, there are existing mechanisms in preparing students and graduates to integrate into the Indonesian educational framework. Nevertheless, for alignment with European standards, the University has to undergo further enhancements in teaching personnel, pedagogical methodologies, and laboratory facilities in which students (especially in a chemistry program) can grow their knowledge with satisfying equipment and knowledge. Furthermore, the provision of comprehensive teaching materials in English would significantly boost the internationalization efforts across all interconnected programs within the faculty, fostering explicit benefits for student cohorts.

The pro-active engagement of internal and external stakeholders, particularly students, industry affiliates, and regulatory entities, in the conceptualization and validation phase of the program(s) is indispensable in ensuring alignment with both national and international quality assurance frameworks, as well as in catering to the multifaceted needs of stakeholders.

Through the implementation of these recommendations, the University can stride significantly towards harmonizing its programs with European standards, thus elevating the quality of education imparted to its students. This commitment to gain more refinement will not only redound to the University's benefit but also contribute to the overarching elevation of educational standards within Indonesia and beyond.

#### **2.2.5 Bachelor in Biology Education (BBE)**

The goals of the Bachelor program in Biology Education are clearly defined and seamlessly aligned within the classical field of Natural Sciences. As one of the oldest programs in the faculty and already established in 1995, the program is situated within the faculty of science education and teacher training as the largest faculty at the university. The input of external



stakeholders, including alumni, is well integrated into the program's framework, and therefore seems to be very effective to develop certain aspects of the curriculum.

The program defines clear objectives and learning outcomes, emphasizing proficiency in the field of natural sciences and Biology at a specified academic level, alongside a strong foundation in pedagogical and didactic knowledge suited for the Bachelor level. However, there is a discernible absence of emphasis on digitalization and classroom technology within the program's structure. While the curriculum structure admirably addresses subject-specific issues and knowledge, there exists an opportunity for enhancement, particularly in augmenting pedagogical and didactic components, with a focus on preparing future junior high school educators.

Career opportunities for graduates are defined and seem to work as the feedback of students was giving some insight knowledge about career opportunities, including roles as junior school teachers, researchers in basic science education, and entrepreneurs in the field. The expected student workload and mandatory internships are sufficiently defined and structured, with internships organized and conducted with certified schools. The study program appears to reflect the four purposes of higher education outlined by the Council of Europe, covering preparation for sustainable employment, personal development, active citizenship, and advanced knowledge base development.

The formal institutional approval process for study programs involves periodic review and adaptation, particularly in response to new national curriculums. However, there may be room for improvement in ensuring the timely and thorough adaptation of study programs. Overall, the study program is transparent and comprehensive, but there's a request for optimization to include a greater emphasis on pedagogical, psychological, and didactic elements within the curriculum. The study program is reviewed consecutively with the participation of teaching staff, students, external experts as well as business contacts of the faculty.

### **2.2.6 Bachelor in Mathematics Education (BME)**

The Bachelor program aligns with the mission statement and overall strategies of the HEI, following the discourse of the ESG-Framework. External stakeholders and students, including current and former students, are purportedly involved in the program design, though some parts of the practical implementation remain unclear. The objectives and learning outcomes of the program vary between the bachelor and Magister levels, with some discrepancies noted in their alignment with professional field requirements. While the Bachelor program structure contributes to meeting defined objectives, issues arise with outdated and superficial descriptions of curriculum elements. Despite this, career opportunities for graduates of this Undergraduate program are considered adequate, and the expected student workload and



internship structures are sufficiently defined and transparent. The program formally reflects the four purposes of higher education outlined by the Council of Europe. Positive aspects include the success of the bachelor program in producing mathematics teachers in high demand locally and adherence to international standards in mathematics courses. However, optimization is addressed, particularly in revising the content and literature lists of mathematics education courses at all levels to better reflect international standards. Additionally, improvements in English language proficiency among teaching staff and enhancing research activity are recommended to align with international research standards in mathematics education.

### **2.2.7 Magister in Mathematics Education (MME)**

The Magister study program aligns with the mission statement and overall strategies of the HEI, following the discourse of the ESG-Framework. External stakeholders and students, including current and former students, are purportedly involved in the program design, though some parts of the practical implementation remain unclear. The objectives and learning outcomes of the program vary between the bachelor and Magister levels, with some discrepancies noted in their alignment with professional field requirements.

While the program structure contributes to meeting defined objectives, issues arise with outdated and superficial descriptions of curriculum elements in the Magister program. Despite this, career opportunities for graduates are considered adequate, and the expected student workload and internship structures are sufficiently defined and transparent. The program formally reflects the four purposes of higher education outlined by the Council of Europe. Positive aspects include the success of the Magister program in producing mathematics teachers in high demand locally and adherence to international standards in mathematics courses.

However, optimization is requested, particularly in revising the content and literature lists of mathematics education courses at a higher academic level to reflect international standards even more and better. Additionally, improvements in English language proficiency among teaching staff and enhancing research activity are recommended to align with international research standards in mathematics education at this level. The students should meet a coherent set of modern theories and methods from mathematics education research. Also, a clear progression must be reflected in the sequence of these courses and their contents, and in relation to the bachelor level.



### **2.2.8 Magister in Natural Science Education (MNS)**

The Magister study program is well-aligned with the institution's overarching strategy as a teaching university, particularly within the faculty of science education and teacher training, which is the largest faculty within the HEI. External stakeholders, including alumni, are considered in the program design, although the effectiveness of this involvement remains uncertain. Recommendations suggest the establishment of an intensified and independent committee for stakeholder engagement.

The main objectives and learning outcomes of the study program is outlined, focusing on skills and knowledge in natural sciences at a specific academic level and pedagogical-didactic knowledge for the Magister program. However, there's a lack of emphasis on digitalization and classroom technology in the program outline. The structure of the program, including the curriculum, contributes to meeting defined objectives, with a focus on subject-related issues and knowledge. However, there's room for improvement in enlarging pedagogical and didactic components, especially for future junior high school teachers.

Career opportunities for graduates are defined, including roles as junior and senior high school teachers, researchers in science education, and entrepreneurs in the field. The expected student workload and mandatory internships are sufficiently defined and structured, with internships organized and conducted with certified schools. The study program appears to reflect the four purposes of higher education outlined by the Council of Europe, covering preparation for sustainable employment, personal development, active citizenship, and advanced knowledge base development.

The formal institutional approval process for study programs involves periodic review and adaptation, particularly in response to new national curriculums. However, there may be room for improvement in ensuring the timely and thorough adaptation of study programs. Overall, the study program is transparent and comprehensive, but there's a necessity for optimization to include a greater emphasis on pedagogical, psychological, and didactic elements within the curriculum.

### **2.2.9 Doctor in Education (DE)**

The assessment provides a comprehensive evaluation of the design and approval of the study program, emphasizing both strengths and areas for improvement. The involvement of external stakeholders in the program's development is acknowledged, highlighting specific names mentioned in the documentation. However, there's a notable absence of sufficient engagement with external experts, particularly those from developed countries. These experts could contribute to raising the quality of scholarship within the program to align it with higher international standards.



The discrepancy between the university's vision for a world-class education and its current capabilities is a key concern highlighted. While the university aspires to achieve excellence on a global scale, the evaluator points out the limitations faced by the program, particularly in terms of scholarly activity. The university's vision may need adjustment to better reflect the Indonesian context and the current capabilities of its higher education system.

To address this issue, rewording objective 2 is proposed to align with Indonesian scholarship standards while still emphasizing innovation and originality. However, this raises concerns about whether the program meets European standards, highlighting the complex challenges faced by the university in balancing local and international expectations.

In conclusion, while the study program demonstrates strengths in involving external stakeholders and articulating its objectives, there are clear areas for improvement identified. By addressing issues related to scholarly activity and aligning the program's goals with the Indonesian context, the university can better position itself to achieve its vision of providing high-quality education.

### **2.3. Conclusion**

The standard is **fulfilled**.



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

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

#### 3.1. Status

##### 3.1.1 Student-centred learning and teaching

The character of learning in the FKIP UNIB is – according to the self-evaluation report – “interactive, holistic, integrative, scientific, contextual, thematic, and collaborative”. The interactive character has been applied in the learning process where lecturers and students actively communicate with each other. Holistically, the learning process in the FKIP UNIB is directed at efforts to develop student potential, especially academic potential, and open new thinking insights that are different from the insights when they were still in high school. Learning is also carried out integrative between the theory presented in class with practical experience in the field in the form of lectures and practical work in the field.

The FKIP UNIB prioritizes a scientific approach so that students can develop concepts, formulate problems and propose hypotheses, collect information to answer hypotheses, and make conclusions. Contextual learning is applied by linking learning materials with the context of their daily lives and with the latest scientific developments, including by incorporating the results of lecturers’ research into learning materials. The thematic learning process is applied in the higher semesters, where the courses taught in this semester summarize the various disciplines that have been taught in the previous semester. In certain cases, students are grouped for collaborative activities such as completing structured assignments so that the learning activities are student-centred.

Learning methods feature lectures, tutorials, seminars, practicum, studio practice, workshop practice, practice fieldwork, research, and community services. Face-to-face learning in the classroom is combined with online learning. Lecturers vary learning methods according to the characteristics of the material and student learning styles. Learning is conducted in an integrative way between lectures in class and practical learning activities (in both the laboratory and field).

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. 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. To smoothen the learning process, empirical data and examples are widely used for easier understanding the academic subject and the application of methods.

UNIB has a Learning Management System (LMS) in the form of e-learning to support online classes and student learning management. During the Covid-19 pandemic, the learning process was switched to online mode. Besides being supported by LMS, online learning includes various online meeting platforms or online chat applications. In classes there are blended learning tools used, both face-to-face and virtual either synchronously or asynchronously. UNIB implements MOOCs (Massive Online Open Courses) so that learning is no longer limited by place and time. Thus, the wider community, both at home and abroad, can study at UNIB.

Lecturers are provided with university teaching training and active learning methods. They are encouraged to use interactive teaching methods make use of the available facilities and infrastructure.

### **3.1.2 Assessment of Student-centred learning**

The assessment principles applied by the University of Bengkulu are 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 the students;
- The transparency principle guarantees that procedures and results can be accessed by all stakeholders.

All general assessment principles for the learning competencies are applied and adjusted to each study program based on its characteristics and related to the competencies and degrees to be achieved. 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 stages of the program. To maintain the quality of learning in Education, the



implementation of lectures, both compulsory and elective courses, refers to the RPS that has been prepared for each course. This RPS becomes a reference for both lecturers and students when conducting lectures.

Periodically, the RPS are monitored and evaluated on different levels and stages:

1. Every year the Internal Quality Audit (AMI) is conducted to evaluate the learning system on the faculty level.
2. A special “Quality Control Taskforce” of the faculty is responsible to evaluate the syllabus and RPS based on learning outcomes for each of the study programs at the end of each semester. This evaluation is conducted by selected lecturers of the courses and students separately. Document monitoring and evaluation report on the implementation of learning at least includes the material suitability and the accuracy of the learning assessment method.
3. At the end of the semester, the results of the monitoring, the evaluation and the results of student evaluations based on the implementation of the lectures are discussed through lecturer meetings to obtain input for improvement in the next lecture period.

In addition, the faculty also conducts exit surveys to assess the implementation of thesis guidance and academic services in laboratories, study programs, departments, and faculties. The results of these surveys are integrated in the improvement process of the study programs.

The results of the learning evaluation are analysed and followed up at least two times each semester. 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 should 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 the issue 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.

### **3.2. Assessment**

Particular aspects of student-centred learning, teaching and assessment can vary between programs. From the documentation and the discussions with lecturers and students it can be concluded, however, that all programs 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. The variety of different learning methods is very good according to the expert panel's opinion. The Covid-pandemic has further expanded the range of teaching methods by using blended-learning tools on a broad range.

The assessment procedure is clearly described for the students and the examination process promotes reliable assessment. At the beginning of each semester, the weighting of the examinations and the submission requirements for the course are communicated to the students. Generally, the formats of presented exams are in sufficient level. There is a good scientific atmosphere which encourages the student to contact teacher to discuss the assessment. It helps that not only the students are able to address their needs to the lecturers, but also that the lecturers discuss problems on a continuous basis. In some programs, the department members have weekly meetings to exchange important and urgent matters.

The students have manifold possibilities to give feedback about the teaching by using the learning evaluation system. The detailed RPS could be seen as an obstacle to open interaction with students, but from the information gathered, for the expert panels the RPS is a reference framework that helps students and teachers alike – especially as it is revised every semester. The expert panel was presented with a many examples of evaluation results. From the discussions with the lecturers and administrative staff it became apparent that the evaluation results were not just collected, but that follow-up processes are in place to enhance the quality of the study programs. However, not all professors take part in the evaluation process in the same way. Furthermore, the responsibility of the respective hierarchical levels of the university does not always seem clear and the evaluation procedures are not transparent to all university staff. Here, an exchange between the lecturers on the one hand and the administrative staff on the other hand should sufficiently inform each other about tasks and responsibilities.

The involvement of the students in different committees at UNIB and in addition to the student execution board seems to be very limited. To ensure that more students are acting as student's representatives in a student council, UNIB should openly motivate students of the faculty with



different actions, such as being active in a student union. This could be either a part of the community service crediting or to offer own spaces for these representatives.

The expert group also wants to draw attention to the topic of gender equity and raising awareness of students with special needs, which is discussed a lot on European universities nowadays. Gender equity is already considered and respected as well at the University of Bengkulu, so this is very well done. The unique point to be strengthened is the preparation of the teachers for managing students with special learning needs. More precisely currently: 1) colour blind people are mostly excluded from scientific university courses; 2) the largest part of the academic staff (teachers, rector, etc.) seems to confuse specific learning needs (such as dyslexia, dyscalculia, dysgraphia) with physical disabilities (such as paraplegia). Teachers have not prepared strategies to include students with these characteristics who in Europe are not “disables”. Please consider that colour blind and dyslexic people do not have a pathology and are not “disables”, simply teachers should pay attention to small details in preparing teaching materials to include them. Such facilities are guaranteed in all European universities and cannot be missing in a university that wants to accredit itself to European standards.

### 3.3. Conclusion

The standard is **partially fulfilled**. The expert panel suggest the following recommendation in all stated study programs:

- To ensure a critical and independent exchange between students, teachers and the university’s management, student involvement should be increased.



#### 4. ESG 1.4: Student admission, progression, recognition, 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. Status

##### 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 University of Bengkulu:

- 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.

#### 4.1.2 Progression

In general, the requirements for the bachelor degrees students for progression at the faculty are:

- be registered as an active student in the current semester,
- passed all the courses and achieved the learning outcomes targeted by the Study Programs,
- have a cumulative grade point average (CGPA) of at least 2.5 with maximum two D grades,
- have no D grade in the nationally compulsory general courses, and
- fulfil all other requirements set by the Study Programs.

The GPA of students in the last three years was a fairly high score (above 3.4). Then, it slightly increased from 3.48 (in 2019) to 3.52 (in 2020). However, it decreased to 3.43 in 2021. The decrease in the average GPA in 2021 was due to the Covid-19 outbreak that affected the teaching and learning process. The average length of study also increased from 2019 to 2020, and from 2020 to 2021 slightly decreased. The increase in the study length in 2020 was also due to the spread of Covid-19.

#### 4.1.3 Recognition

With the application of standards, all lecture activities in the Faculty of Teacher Training and Education 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 programs 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 programs 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's degree in the study programs, students must finish 219-230 ETCS points. For magister-graduates in the specific study programs, students must finish 66-75 ETCS points and for the Doctoral program, students need 79 ECTS of FKIP. 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 program are given to the students.

#### 4.2. Assessment

The entry and admission requirements of UNIB and FKIP 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 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.

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 too high. The usual GPA rate of the students in all study programs of the FKIP is far above the level that prohibit an advancement.

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 program, just few cases have gathered international experience – and most of these cases have not had an exchange semester at another university, but have taken part in international competitions etc.

To transform the vision of “Becoming a world-class university in 2025” into a reality, the international collaboration with universities and companies in the ASEAN-region should be expanded. The possibilities for a student exchange should be enhanced and the number of intakes and outgoings should grow to better integrate the FKIP in the international scientific community.

The FKIP 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 programs' graduates chose. For international use, the diploma could be supplemented with information on the national higher education system of Indonesia.

To summarize: All main elements of admission are present, and the general process is so far transparent. Indonesia is not signature of the Lisbon Recognition Convention. However, at faculty level they are ready to recognise mobilities abroad on individual basis. There is sufficient information on university degrees and programs, although in some cases the quality of information provide could be improved.

#### **4.3. Conclusion**

The standard is **fulfilled**.



## 5. ESG 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

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 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 UNIB. 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 Programs 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 UNIB that include Basic Competency Test, Field Competency Test, micro-teaching and interviews.

The Lecturer workload describes the credit load for implementing teaching, research, and community service each semester. In general, the workload should be in the interval of 12 to 16 credits.

The Faculty of Teacher Training and Education has 213 permanent lecturers of FKIP with 84 lecturers holding doctoral degrees (39.44%) and 129 lecturers holding magister degrees (60.56%). The number of lecturers continuing their doctoral studies is 21 lecturers.

### **5.1.2 Opportunities for personal development**

Based on their functional positions, the civil servant education personnel at the University of Bengkulu consisted of the teaching staff (18%), Assistant Professor (6%), Assistant Professor (32%), Associate Professor (37%) and Professor (7%), with a total of 819 lecturers. 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 program where a senior lecturer guides junior lecturers to accomplish the university's Tri Dharma obligations.

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).



### 5.1.3 Research opportunities

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 even 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

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, Google meet and other similar services.

## 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. The processes are fair and transparent.

Looking at the current composition of the teaching staff of the FKIP, there is a growing number lecturers with a PhD-degree. This aligns the formal standard for faculty staff at FKIP with the one at international universities. However, one observation is that only Indonesian citizens are allowed to apply for positions at the FKIP. 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 as part of the teaching staff. Consequently, the regulation for teaching staff should be altered to allow international candidacies – at least to a certain degree and to a certain position. 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 a university's selection committee



with the participation of (international) HEI-members and (international) representatives from the respective professions. And English proficiency should be a mandatory requirement.

According to the information presented in the documents and discussions, just some percent of the teaching load is done by external lectures that offer a deeper insight in special fields of studying or include for example a business perspective to the teachings. At universities of applied sciences in Germany, the teaching load is almost a third and even at world-class universities like the (Technical) University of Munich more than 10% of the teaching load is presented by experts from the industries. FKIP should consider raising the direct involvement of external experts in the teaching of the students.

### **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. 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.

The teaching staff gets regular and transparent feedback and is offered personal development opportunities. It is clear to the expert panel that advancement at 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 still limited.

### **5.2.3 Research opportunities**

The expert panel was told that UNIB offers funds for research to the lecturers. However, specific details were not presented during the visit. 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.

However, UNIB has developed mutual agreements with some international universities (e.g. Columbus State University, US) for exchange of faculty members for research, lecturers and discussion. The expert panel supports these activities entirely. Moreover, the teaching staff presented itself to the expert panel as ambitious to enrich the program with more exchanges, more research, and more international networking. For the future, processes, and policies to encourage international exchanges and networking would be desirable.



#### 5.2.4 Innovation in teaching methods and the use of new technologies

The UNIB offers teachers 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. The teaching staff has access to up-to-date technology and equipment for courses and research.

#### 5.3. Conclusion

The standard is **fulfilled**. The expert panel recommends that:

- Research and publications are still taken into consideration while working on the development of the program.
- To ensure the ongoing exchange with partners of other universities, the faculty should broaden the participation of international conferences and engage with disciplinary communities.



## 6. ESG 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

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 FKIP 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 and Campus at Air Sebakul. On the main campus, FKIP has a Decanate building one building for teaching and learning Building and various laboratories for different specializations. 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 - 6 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.

The learning facilities at FKIP implement the occupational health and safety management system (called "SMK3"). It is a protection system for the workers and construction services to minimise and avoid the risk of moral and material losses, loss of working hours, and the safety of humans and the surrounding environment. It intends to support the improvement of effective and efficient performance. The guidelines for implementing SMK3 in Indonesia are regulated in the Regulation of the Minister of Manpower of the Republic of Indonesia.

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.



### **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. 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.

Library services that can be utilised by the students and lecturers in the form of textbooks, journals, software, and other electronic media in academic activities that is conducted in the library. UNIB collaborates with the national library so that the users can access various books, journals, and others easily. In addition to the collection of books contained in the library room, the library is also equipped with a digital collection for the students to access these learning resources. The digital library is stored in an online library that is always updated and developed as a learning resource that includes: Collections of abstracts of undergraduate thesis, master thesis, dissertation, and lecturer research reports that can be accessed by the academic community, as well as common academic e-journals.

### **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.

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 program management. 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 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 but should be extended to also fulfill requirements from international students.

The management of the information system of the FKIP 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 Website, and the individual Study Programs` Websites.

The information system of UNIB is used to improve the effectiveness in archiving, decision-making, efficient learning, and improving the quality of academic programs. The development of the information system is a part of the internal quality assurance in learning activities. To improve the quality of academic program implementation, each study program 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 different trainings to increase their





competence through soft skills training, student creativity programs, entrepreneurship, and organisational management. These training programs 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 programs 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 research**

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 Programs” and “Student Creativity Competition Scheme”. The emphasis of student's research is to follow the research roadmap of each study program.



## 6.2. Assessment

### 6.2.1 Physical facilities

The FKIP 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.

The various teaching rooms at the faculty are of suitable sizes and well equipped with various IT- and 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.

The various laboratories of the FKIP used in the different study programs are of varying quality, but all have a minimum level that enables practical and experimental teaching lessons. The laboratories meet students' needs and expectations in Indonesia. However, the laboratories in general are aimed to receive a strong quality boost in terms of the age of the equipment. In several laboratories, the quality of teaching will benefit if the number of equipment/machines/test equipment is increased. Having in mind the vision that the university will increase international cooperations, it is essential that UNIB continuously searches for modern and up-to-date laboratory equipment that ensures validity and quality according to international standards. In addition, there should be student working spaces installed at the laboratories.

It is pleasing that 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 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 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 programs have a well-functioning student association where events are regularly held with visits from former students and companies who give presentations about working as a teacher in a school or company. These events give the students insights into the working life after their studies and opportunities to establish a network with the industry.

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. In addition, tutors are assigned to help new students get off to a good start in their studies.

As good as these support activities are, the expert panel misses support for international exchange as a key to become a (visible) global university. Students aiming at a student exchange should be more supported financially, conditions for an exchange should be enhanced by supporting English language skills either on a voluntary, informal base, e.g., an English café, or by setting certain requirements like some mandatory courses in English.

A newly opened student centre at the campus will contribute to a productive learning and studying environments for all students.

### 6.2.3 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 students say that the various lecturers are good at using them.



#### **6.2.4 Student research and safety standards**

Through recurring investments in the equipment and the improvement of the technical infrastructure in the programs, the university can provide academic support at a high level and therefore address a larger number of research activities in general and international students who want to come to Bengkulu. With this investment, also safety standards in the laboratories must be upgraded in the long term. They do not meet to a sufficient extent yet. The laboratories therefore should also be raised in terms of protecting everyone involved to meet international standards. In the case of chemical and biological experiments in particular, these standards should be trained and advised by the laboratory staff.



### 6.3. Conclusion

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

- The laboratories should have more and modernized equipment that meet international standards and are also equipped with a more modern safety standards in the labs.



## 7. ESG 1.7: Information management

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

### 7.1. Status

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-lifecycle:

- 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 Program.
- 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 programs, 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 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 programs to changing needs of the society.



## 7.2. Assessment

The systems used by UNIB meets the international standards in terms of features and functionality and fulfils the requirements for intuitive usability of modern information systems. The systems largely cover the needs of a university for the monitoring and control of its activities. According to UNIB, the data generated can be used in the intended way for the control and further development of the university.

UNIB does not only get information from the active and passive input of the students, but actively ask for data from teachers and employers to broaden the data base of their decision making. Whereas employers not only ask for their assessment of the UNIB's graduates, but they participate in workshops to update the study programs, whereas students do not receive insight into the evaluation results and are not included in the follow-up activities, 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 their respective study programs. Regarding the evaluation results, the university should consider daring to be more open and make them available to students. If necessary, this can be accompanied by a moderation process.

Nonetheless, the comprehensive equipment with information systems to control the university's activities and to support teaching activities via digital tools should be positively emphasized.

## 7.3. Conclusion

The standard is **fulfilled**.



## 8. ESG 1.8: Public information

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

### 8.1. Status

Most information of UNIB is accessible on the university's official website ([www.unib.ac.id](http://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 of is available in two languages, English and Indonesian Language. 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 UNIB through social media accounts such as Facebook, Instagram, X/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.

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. Interested international students, national students, employers, and other stakeholders should find the most relevant information immediately without bigger struggles.

How informative the website is in Indonesian, the expert panel cannot assess (see above). However, the information in English is definitely not a mirrored version of the Indonesian one.



In general, information about the study programs in English are inadequate, difficult to find, or not current or dummy data from when the website was created. For an international recognition, the website of UNIB should be enhanced both in structure and in content, especially in regards of international students, seeking for program-related information such as curriculum structure, module handbooks and study plans.

Furthermore, public information should not be reduced to websites or social media. The students should be given all relevant information about the study programs 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 programs, informal students guide, RPS etc. This documentation should be included on the study programs' website. Alternatively, an information package could be presented via e-mail to interested people that at least the applicants for a study program are thoroughly informed.

### 8.3. Conclusion

The standard is **fulfilled**. The expert panel suggest the following recommendation:

- For an international recognition, the internet presence of the university should be enhanced both in structure and available content in English. National and international students should be available to find relevant information like a module handbook based on the course description at the beginning of their studies.



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

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

### 9.1. Status

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 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 program 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 programs. 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 programs. 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 Program Implementation and Evaluation;
- Study program level: Academic Manuscripts/ Curriculum Documents, Lesson Plan Document, Manual/ Work Instruction, Learning Modules, Learning Implementation Document, Learning Evaluation Document.

the Internal Quality Audit has been introduced in 2019, so that by 2022 it has run four cycles. In 2021 the Internal Quality Audit has been conducted on 78 undergraduate and postgraduate Study Programs. The Internal Quality Audit 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 programs. The Internal Quality Audit 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 program 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 programs, 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 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**

UNIB has implemented a continuous monitoring and readjustment process for all study programs. The review panel can approve 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 programs. The content of the study programs reflects primarily the needs of Indonesian society and the district of Bengkulu.

All study programs are evaluated uniformly and regularly with the relevant stakeholders involved in the readjustment of the programs. Evaluation of the study programs is done regularly and according to international standards. Each semester, all courses are evaluated, and the study programs 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 programs. New study programs benefit herein from existing standards and procedures that are already in place. The quality assurance instruments are suitable for ensuring the quality of the programs 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 UNIB and their implications for the department and the study programs. 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 only 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 programs. This means intensifying student and teaching staff exchange with an international level, and a strategic plan to integrate modern developments concerning in particular, sustainability as an important topic for society in curricula.

However, students, unlike faculty and teaching staff, do not receive insight into the evaluation results, although this desire exists and was discussed during the visit. 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 program. 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 FKIP, students take not part in the RTM. Given that they are the ones most prominently affected by any changes of the study program, 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 standard is **fulfilled**. The expert panel suggest the following recommendation:

- The results of the course evaluations should be presented to the student of the respective course in a suitable form (see also ESG 1.1).



## 10. ESG 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 programs 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 program and Higher Education based on the criteria of SN Dikti and
- ensure the quality of the study program externally in both academic and non-academic fields.

HEIs in Indonesia generally submit a request for (re-)accreditation of the study program to LAM or BAN-PT for maintaining and enhancing the accreditation status and accreditation rank.

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

Based on the latest data of the national accreditation of study programs at the University of Bengkulu until June 2022, 20 study programs gained “excellent” rank, 51 study programs gained “B” rank, 10 study programs gained “C” rank. In conclusion, 25% of the study programs at the University of Bengkulu have gained the top rank in the last national 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 the 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 program 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 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 accreditations are published, and the rating of study programs, 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 individual study programs.

However, it seems to the expert panel that the criteria of the external quality assurance are formal and mostly based on KPIs. UNIB should consider adding 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 standard is **fulfilled**.



#### **IV. Recommendation to the Accreditation Commission of ACQUIN**

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

The study programs "Bachelor in Natural Science Education" (B.Ed.), "Bachelor in Physics Education" (B.Ed.), "Bachelor in Chemistry Education" (B.Ed.), "Bachelor in Biology Education" (B.Ed.), "Bachelor in Mathematics Education" (B.Ed.), "Magister in Mathematics Education" (M.Ed.), "Magister in Natural Science Education" (M.Ed.), "Doctor in Education" (Dr. Ed.) 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 programs), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are fulfilled.

The expert group **proposes an accreditation without conditions:**

##### **2. Accreditation Conditions**

- None

##### **3. Accreditation Recommendations**

- None



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

Based on the evaluation report of the peer group and the statement of the institution the Accreditation Commission of ACQUIN decided on 06 June 2024:

### **Bachelor in Natural Science Education (Bachelor in Education):**

The study programme “Bachelor in Natural Science Education” (Bachelor in Education) accredited without any conditions.

The accreditation is valid until 30. September 2030.

### **Bachelor in Physics Education (Bachelor in Education):**

The study programme “Bachelor in Physics Education” (Bachelor in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

### **Bachelor in Chemistry Education (Bachelor in Education):**

The study programme “Bachelor in Chemistry Education” (Bachelor in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

### **Bachelor in Biology Education (Bachelor in Education):**

The study programme “Bachelor in Biology Education” (Bachelor in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

### **Bachelor in Mathematics Education (Bachelor in Education):**

The study programme “Bachelor in Mathematics Education” (Bachelor in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

### **Magister in Natural Science Education (Magister in Education):**

The study programme “Magister in Natural Science Education” (Magister in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

### **Magister in Mathematics Education (Magister in Education):**

The study programme “Magister in Mathematics Education” (Magister in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.



**Doctor in Education (Dr. in Education):**

The study programme “Doctor in Education” (Dr. in Education) is accredited without any conditions.

The accreditation is valid until 30. September 2030.

