

Decision of the FIBAA Accreditation and Certification Committee



13th Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number:	21/131 Cluster 2
Higher Education Institution:	Universitas Negeri Surabaya
Location:	Indonesia
Study programme:	Bachelor of Psychology
Type of accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited.

Period of Accreditation: March 6, 2024 until March 5, 2029.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Universitas Negeri Surabaya, Indonesia

Bachelor/Master programme:

Bachelor of Psychology

Qualification awarded on completion:

Bachelor of Psychology (Sarjana Psikologi)

General information on the study programme

Brief description of the study programme:

The **Bachelor of Psychology** started in 2007 at the Faculty of Education having five specialisations including an educational and developmental, clinical, social, industrial/organisational, and generic/experimental focus. It trains its graduates to become analysts in the field of human resource development including job analysts, and psychologist assistants, such as psychological test administration, staff psychologist, therapists, and psychology counsellors.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

4 years (8 semesters) with 144 sks credits/ 229 ECTS credits

Mode of study:

Full-time study programme

Didactic approach:

Study programme with obligatory class attendance

Scope (planned number of parallel classes) and enrolment capacity:

320 students with 8 classes each intake

Programme cycle starts in:

The starting date is August 29 very year.

Initial start of the programme:

January 29, 2007

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Psychology was made between FIBAA and Universitas Negeri Surabaya on November 2, 2021. On November 21, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Simone Schuetz-Bosbach

Ludwig-Maximilians-University Munich, Germany

Professor for Experimental Neuro-Cognitive Psychology

(Psychology, General and Experimental Psychology, Basic Research, Neurocognition also with Clinical References General and Experimental Psychology, Basic Psychological Research, Research Methods, Interdisciplinary Approaches)

Prof. Dr. Michael Haefner

Berlin University of the Arts, Germany

Professor for Communication Psychology / Psychology

(Communication- und Media- Psychology, Social Psychology, Work- and Organization-Psychology, Applied Psychology)

Moritz Dallmann

Chemnitz University of Technology, Germany

Student Psychology (B.Sc.)

Prof. Dr. Eva Latipah

UIN Sunan Kalijaga Yogyakarta, Indonesia

Professor for Educational Psychology

Head Study Program of Islamic Education UIN Sunan Kalijaga

(Educational Psychology, Developmental Psychology, Religious Psychology, Learning Psychology, Early Childhood Psychology, Islamic Education Study Programme)

Andrea Lohmann-Haislah (expert in the written procedure)

Federal Institute for Occupational Safety and Health

Graduate Psychologist, Speaker and Research Assistant

(Work and Organizational Psychology, Health Psychology, Leadership Psychology, Psychological Stress and Strain, Recovery, Stress, Risk Assessment, Occupational Safety, Working Conditions, Work Design)

FIBAA project manager:

Nina Rotermund

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 25 until September 27, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on December 15, 2023. The statement on the report was given up on January 3, 2024. It has been taken into account in the report at hand.

Summary

The Bachelor of Psychology offered by the Universitas Negeri Surabaya fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The quality requirement that has not been fulfilled – Internationality of student body (chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members identified several areas where the study programme could be further developed:

- By continuing translating the University's internationalisation strategy into further concrete measures for the study programme (see chapter 1.2)
- By adapting the methods and scientific practices to the new developments to stay up to date (see chapter 3.1)
- By considering clustering the courses into modules entailing a lecture, a seminar and practical unit with different exam formats (see chapter 3.2)
- By updating the references and extending the reference list with contents regarding Data Literacy, Human Literacy, Technology Literacy (see chapter 3.3)
- By including more international literature into the content of the courses (see chapter 3.4)
- By extending courses taught in English (see chapter 3.4)
- By motivating the faculty to pursue a doctoral degree (see chapter 4.1)

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the study programme exceeds the quality requirements:

- Counselling prospective students (see chapter 2)
- Equality of opportunity (see chapter 3.2)
- Logic and plausibility of the didactical concept (see chapter 3.3)
- Skills for employment (see chapter 3.6)
- Student support by the faculty (see chapter 4.1)
- Programme director (see chapter 4.2)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Career counselling and placement service (see chapter 4.5)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

Information on the Institution

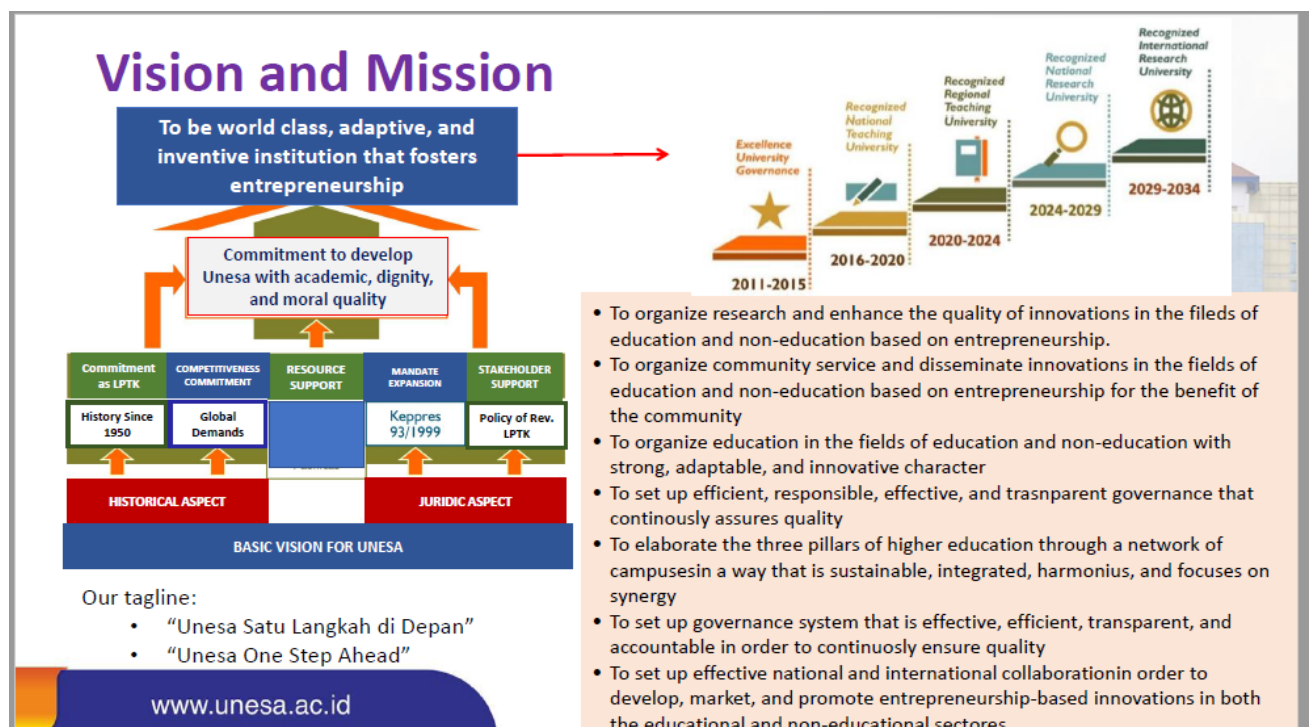
Initially, the University Negeri Surabaya (henceforth: UNESA) started in 1964 as an independent Institute for Teacher Training and Education with five faculties. In 1977, the Sports College joined. In 1999, a presidential degree changed the status of the institute to that of a university. It officially became the Universitas Negeri Surabaya. At that time, UNESA consisted of five faculties including the Faculty of Education offering eight study programmes, the Faculty of Language and Arts offering 14 study programmes, the Faculty of Mathematics and Natural Sciences having ten study programmes, the Faculty of Engineering with 13 study programmes, and the Faculty of Sports Sciences having three study programmes.

Today, UNESA has seven faculties. In 2006, the Faculty of Economics and Business was founded offering nine study programmes. In 2015, the Faculty of Social Sciences and Law was established with eight study programmes. In total, UNESA's portfolio consists of 23 study programmes, nine doctorate programmes, ten vocational programmes and one professional programme. As of 2022, about 30,000 students studied at UNESA.

Based on UNESA's vision "Excellent in Education, Strong in Science", the University developed a 2020-2024 UNESA strategic plan and a 2011-2025 Development Master Plan.

The slide below summarizes its vision and mission and illustrates the roadmap that UNESA defined for its development until 2034.

Figure 1 Vision and mission of UNESA



In 2017, the National Accreditation Board for Higher Education (BAN-PT) awarded UNESA with an “Excellent” in national accreditation. In 2023, UNESA reached rank 18 in the national ranking and rank 750 in the Times Higher Education – Asian University ranking. It is among the 601-800 group of universities in the World Impact Ranking.

Further development of the study programmes

The Faculty of Education dates back to UNESA's former status as the Institute for Teacher Training and Education in 1964. Until 2005, the Faculty of Education had only three departments, namely the Department of Educational Technology, the Department of Out-Of-School Education and the Department of Counselling Guidance.

As of today, the Faculty manages eight departments consisting of the Departments of Guidance and Counseling, Out-of-School Education, Educational Technology, Special Education, Elementary School Teacher Education, Teacher Education-Early Childhood Education, Psychology, and Educational Management.

The Faculty of Education strives for “excellence in education” and to be “firm in academic knowledge” by providing quality education to produce qualified educators, conducting research in the field of education and technology, engaging in community service, expanding cooperation nationally and internationally, and ensuring good governance for an effective and efficient performance. During the reception of the online conference, UNESA's representatives reported that within UNESA, the Faculty of Education is one of the two best faculties regarding alumni employment, teaching practitioners and student mobility. It takes the lead regarding its collaboration with world-class institutions.

During the online conference, the Faculty of Education also described its strategic development plan. It entails five pillars, namely the developing technology-based learning, pursuing a QS World Rank of #500 for each study programme, improving the quality of institutional governance with transparency and accountability, increasing the collaboration partners and projects, and enhancing entrepreneurial skills in the field of education.

The Bachelor of Psychology

In 2017, the Bachelor of Psychology received national accreditation of the BAN-PT with a “B”. The BAN-PT recommended the study programme to increase the number and academic qualification of the faculty because in 2017, among the 18 members were only two with a doctoral degree. As of 2022, there are 24 lecturers teaching in the study programme with six lecturers having a doctoral degree. International activities were also increased following the recommendation of the BAN-PT. Moreover, BAN-PT suggested expanding the study programme so that it can be outsourced into another new faculty at UNESA.²

From its start in 2007 until 2016, the Bachelor of Psychology offered 80 study places for each cohort. In 2017, they increased the available places to 200 due to the high number of applicants. They also increased the capacity because they intend to become an independent faculty in the future. For instance, in 2016, about 2,930 candidates submitted their application whereas in 2017, the number of applications rose to 2,966 and in 2018, to 4,555. All study

² See self-evaluation report p. 20.

places available are occupied reaching an occupation rate of 100 percent. Female students clearly outnumber male students. Between 74 and 80 percent of new students are female. The graduation rate reaches more than 80 percent in each intake. Students need around 3.5 years until they finish their studies. The dropout rate decreased in the years from 11 percent to 8 percent. The Bachelor of Psychology is yet to have foreign students.

Study Programmes: Undergraduate Program of Psychology

		1. 2016	2. 2017	3. 2018
# Study Places offered by HEI		80	200	200
# Applicants	Σ	2931	2966	4555
	f	2675	2706	4142
	m	256	260	413
Application rate		3663.75%	1483.00%	2277.50%
# First-Year Students (accepted applicants)	Σ	80	200	198
	f	64	149	161
	m	16	51	37
Rate of female students		0,8	0,745	0.813131313
# Foreign Students	Σ	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		100,00%	100,00%	100%
# Graduates	Σ	66	170	167
	f	53	129	144
	m	13	41	23
Success rate (students who finished their studies)		82.50%	85.00%	84.34%
Dropout rate (students who dropped their studies)		11.76%	8.78%	7.58%
Average duration of study		8 semester	8 semester	8 semester
Average grade of final degree		3,55	3,59	3,65

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The objectives of the study programme are based on UNESA's vision and mission as well as the Indonesian Qualification Framework at level 6. The study programme has defined programme objectives. Based on these objectives, it determined the programme learning outcomes that are distinguished by knowledge, general skills, special skills, attitudes and social competences. It assesses its programme objectives and learning outcomes regularly to ensure that it remains competency based and in line with the standards defined by the Association of Indonesian Psychology Higher Education and with international changes. The assessment of its objectives is also considered in the so-called revitalisation of the curriculum once a year. Besides including the tracer studies and assessments, this procedure of updating also involves lecturers and external stakeholders.

According to their tracer studies, the Bachelor of Psychology wants to train graduates in three profiles:

- (1) Analysts in the field of human resource development or human resources including job analysts
- (2) Psychologist Assistants, such as psychological test administration, psychologist staff, therapists
- (3) Psychology counsellors.

For that matter, it has defined the following programme educational objectives (PEO):

- (1) Ability to use psychological theories and concepts to conduct non-clinical assessments and interventions in the field of psychology based on the psychological code of ethics.
- (2) Ability to use information technology to carry out non-clinical assessments and interventions in the field of psychology.
- (3) Ability to conduct research in psychology and its application to human resource development.
- (4) Ability to apply the principle of inclusivity into professional activities and in accordance with psychological code of ethics.
- (5) Ability to synergize and collaborate with colleagues from the field of psychology and other fields of science for the development of human resources, which promotes inclusivity.

In connection to the programme educational objectives, the study programme has developed eleven programme learning outcomes (PLO):

Figure 2 Programme learning outcomes of the Bachelor of Psychology

PLO Code	Description of PLO
PLO 1	Be able to analyse various psychological symptoms in individuals, groups, organizations, and communities using basic concepts of psychological theory and assessment
PLO 2	Be able to analyse the principles of behaviour change in individuals, groups, organizations, and communities based on the concept of non-clinical psychological interventions
PLO- 3	Be able to conduct interviews, observations, psychological tests obtained following psychodiagnostics principles and the Indonesian Psychological Code of Ethics
PLO- 4	Be able to apply basic psychology research methods, including research design, development of measuring instruments, data analysis, and interpretation.
PLO 5	Be able to develop alternative problem solving and perform non-clinical psychological interventions for behaviour change of individuals, groups, organizations, and society following the Psychological Code of Ethics
PLO 6	Be able to apply data literacy principles and scientific result reporting that is free of plagiarism and based on academic integrity.
PLO 7	Be able to plan and develop career and personal self by using information technology in the context of applying and developing knowledge
PLO 8	Be able to analyse the application of educational sciences by prioritizing technology-based inclusive educations and local wisdom.
PLO 9	Be able to communicate and develop collaborations with partners in the same field of science and across sciences
PLO 10	Be able to account for work results based on human values, religion, and applicable code of ethics
PLO 11	Be able to show social sensitivity, respect for diversity, the spirit of nationalism, independence, and entrepreneurship

Appraisal:

The panel found the programme education objectives and learning outcomes to be convincing and corresponding to the international standards. They appreciated the efforts the Faculty and programme management put into the development of the education objectives and learning outcomes. They have a clear picture of their target groups, of the graduate profiles and of the professional field that they take as the basis for the development of the study programme. The review of the objectives and the curricula, that they call revitalisation, takes place annually to ensure educational quality and to adapt to the relevant market demands. The objectives are defined based on the national qualification framework, but also in a way that allows students to develop their personality and gain academic proficiency.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

During its accreditation procedure with the national BAN-PT, the Bachelor of Psychology received the feedback to enhance its international orientation.³ To fulfil the recommendation, in 2018, the Bachelor of Psychology had taken several measures towards its international orientation, such as designing its curriculum considering international standards. In that regard, they align their specialisations, including the educational and developmental, clinical, social, industrial/organisational, and general/experimental clusters, with international categories.⁴

For lecturers, the study programme offers various activities with an international direction, such as further studies, international certifications short courses, international conferences and seminars, as well as benchmarking abroad. For example, they started benchmarking procedures with the Universiti Kebangsaan Malaysia (UKM). In addition, they extended their collaboration network to other Asian countries and to Europe like the UK and Austria. They started regular activities inviting overseas speakers as guest lecturers from Poland and the United Kingdom as well.

For its students, the study programme provides opportunities regarding student exchange, collaboration and joint research, holding international seminars, and inviting guest lectures from overseas universities. Offline and online student exchange has taken place with universities in Thailand, Korea, the Philippines, and Malaysia.

In a bilingual class, which the study programmes has been offering since 2022, English is used as the language of instruction by as much as 50 percent. During the online conference, the panel learned that in 2023, the study programme started an international track for students who fulfil the required language proficiency level. Students who apply for this track are invited to an interview and a written test.

Appraisal:

The panel welcomes the manifold opportunities lecturers and students have to get familiar with international topics and working environments. They appreciate that the study programme has initiated useful steps with establishing bilingual classes and an international track. To foster this commitment, to encourage the Faculty of Education that they ensure the success of the internationalisation objectives, the panel **recommends** the study programme to continue translating the University's internationalisation strategy into further concrete measures for the study programme. This commitment could point towards even more opportunities for scholarships, guest lectures, international student and staff exchanges, and participation in international conferences.

In the statement on the report, the Faculty of Education points out that they compile an annual report that elaborates targets and achievements regarding internationalisation activities. They also describe the indicators that are necessary to reach these goals. The activities have been

³ See self-evaluation report p. 20.

⁴ See self-evaluation report p. 27.

constantly increasing. The Faculty of Education also pays attention to the diversification of these activities.

The panel appreciates the UNESA's various efforts regarding the mobility of students. Nevertheless, the panel considers their recommendation as an encouragement for the study programme to continue making the study programme itself more attractive for an international target group, for instance by teaching more courses in English.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

Positioning of the study programme within the UNESA's overall strategic concept, on the educational market, and on the job market

Against the backdrop that UNESA started as the Institute for Teacher Training and Education and later became a state university, the Bachelor of Psychology belongs to one of the oldest faculties. It reflects upon UNESA's mission and vision of "Excellent in Education and Strong in Science" which is characterised by their regular updates of the programme objectives and curricula.

Moreover, UNESA's status as a state university offers services to all of its study programmes, such as resources and funding. For example, UNESA developed the so-called UNESA Dimetric that is an index or ranking of disability-friendliness on campuses in Indonesia and the world. The index provides indicators to measure the quality level of disability inclusion in an organisation or institution.

In this context, the Bachelor of Psychology transferred UNESA's feature into its own curriculum and offers the unique combination of psychology and education.⁵ It sees itself as an education provider in psychological non-clinical assessment and intervention, and non-clinical counselling. According to UNESA's claim for inclusion, the Bachelor of Psychology includes the concept with courses such as Inclusive Education, Educational Psychology, and Educational Science. It is also involved in providing psychological tests for students with disabilities and advocacy for inclusive schools. In doing so, it strives to differentiate itself from its competitors like psychology programmes at Universitas Airlangga and Universitas Negeri Malang.

Although the Bachelor of Psychology is aligned with the Faculty's focus on education, it also gradually gained further ground in other academic fields. Hence, today it entails five characteristic clusters, consisting of Educational and Developmental Psychology, Industrial and Organisational Psychology, Social Psychology, and Clinical Psychology, and General and Experimental Psychology.

⁵ See self-evaluation report p. 69.

In the Educational and Developmental Psychology cluster, students learn about teaching-learning processes, the school environment and class management as well as disability and inclusive education. In the field of Industrial and Organisational Psychology, human resources, organisational management, and leadership management are the main topics. Social Psychology deals with the study of environmental psychology where individuals are able to understand the characteristics of their environment. The Clinical Psychology cluster entails topics like psychological disorders, such as abnormalities, anxiety disorders. It has developed its graduate profile according to the job market. The latest tracer study has shown that more than 70 percent of the graduates work in the field of industry and other organisations.⁶

Appraisal:

The panel considers the reasons stated by the Bachelor of Psychology regarding their competitors and position on the educational market to be convincing. They welcome how well students are prepared for their future employment. The study programme analyses the needs of the market, takes the results of the tracer study into account and reacts to the developments. Therefore, students easily find jobs in the related fields of their specialisation. In addition, the study programme belongs to the oldest faculty and supports UNESA's growth. They reflect upon the mission and vision and support UNESA's aims and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

⁶ See self-evaluation report p. 27.

2. Admission

Admission requirements, selection procedure, and counselling for prospective students

The target prospective students of the Bachelor of Psychology are graduates from high school or vocational schools. They do not need to have professional experience before they start studying. Student candidates can choose among three pathways of selection and application. Students with disabilities can choose these pathways as well. To start any of the application procedures, registration at: <https://sipenmaru.unesa.ac.id/> is required.

1. The National Selection for State University Admission (SNMPTN) is a national selection procedure based on the report cards and other achievements of the student.
2. The Joint Selection for State University Entrance (SBMPTN) is also managed nationally and is based on the results of written computer-based tests (UTBK). The computer-based test entails Scholastic Ability Test questions to assess the cognitive reasoning, reading and writing skills and comprehension abilities of the applicant. Contents are taken from science and technology, social sciences and humanities, and a mix of topics. Moreover, there is also an Academic Ability Test assessing the school-taught and necessary knowledge and scientific understanding necessary for achievement in higher education (mathematics, Indonesian, English, Economics, History, Biology etc.). Lastly, there is an English proficiency test for students to measure their English language skills.
3. The New Student Admission Selection (SPMB) is an independent pathway that the Universitas Negeri Surabaya organises based on the results of a written test called UTBK and skill tests for specific study programmes, such as sports and arts.

The first and second selection pathway are conducted on the auspices of the Higher Education Entrance Test Institute (LTMPT). It defines the national standards for each pathway. For these two selection methods, students must fulfil the following admission requirements:

- Students must have passed the high school education (maximum 3 years after graduating high school or the maximum age limit is 21 years),
- Students must follow and have UTBK scores,
- Students must have adequate health,
- Students must upload a portfolio.

For the third track, UNESA defined the following admission requirements:

- Students must have passed high school education,
- Students must upload a portfolio,
- Students must take a feasibility test, recommended from the embassy (especially for overseas applicants),

Foreign students who would like to enrol at the Universitas Negeri Surabaya must pass an English proficiency test. The placement test for foreign students includes Indonesian proficiency. They can attend a one-year bridge programme to learn the Indonesian language. UNESA provides scholarships for overseas students, like the UNESA International Student Scholarship.

The final selection of students depends on the pathway they chose. For the first and second pathway, the LPMPT will analyse the results of the computer-based test and will publish them on its platform.

In UNESA's independent selection track, students are also asked to provide their personal information and portfolio that the University assesses. In the second step, UNESA informs the students after the pre-selection about the date and place of testing. UNSEA also carries out tests like psychological test, and questions regarding their knowledge about science and technology, social sciences and humanities, and other skills. In case persons with disabilities take part in the test, they have specialized candidate-interviews with experts on disability to ensure that there is no discrimination towards applicants with disabilities. During the online conference, the panel learned that UNESA prepares its own selection procedure by setting up stalls in the University to handle the students that can move from one stall to the next to finish the application procedure.

In case students have questions with regard to the admission procedure or the reasons why they were rejected, UNESA's admission unit and the admission unit at the Bachelor of Psychology are available during office hours from Monday to Friday from 09:00 am to 04:00 pm via phone. In addition, counselling is provided on the website and via messenger services like WhatsApp or Telegram.

Ensuring of foreign language proficiency

In general, the required minimum result of the English Proficiency Test score is 425 for non-English students and 525 for English students that they must have achieved by the time of their graduation. UNESA's Language Center is responsible for carrying out the tests. To provide the students with enough opportunities to improve their English proficiency, the study programmes integrate English textbooks. The Bachelor of Psychology has instituted a bilingual class where the language of instruction is English and Bahasa Indonesia. At the department level, students have founded an English language community to practice speaking.

Transparency and documentation

The entire application and selection procedure is carried out online. The applicants can see the status of their application in their account. The website also announces the results. For foreign students, further information are available on the official website of the Office of International Affairs. After registration, students can proceed to the next stage after completing all requirements and receive their results online.

Appraisal:

The admission requirements at UNESA are comprehensibly defined and take into account national requirements to which they refer in a transparent way. The selection procedure is transparent and ensures that qualified students are admitted. Moreover, UNESA ensures that persons with disabilities can state their needs to receive special treatment during the application procedure until their graduation.

The language requirements must be fulfilled by the time students complete their studies. The study programme offers manifold possibilities for students to improve their English language skills by using course materials in English language or by students' initiatives to practice speaking English.

The panel team was impressed by the commitment of the study programme to provide counselling for interested students. Applicants can directly use the communication channels, like WhatsApp or Telegram to contact the counselling service and the admission team of the Bachelor of Psychology regarding specific questions of personal aptitude, of career perspectives. Personal dialogue between applicants and the HEI is an important aspect during the admission process.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence

The Bachelor of Psychology designs its curriculum with reference to tracer studies, comparative studies and focus group discussions with stakeholders, alumni, alumni users, and the community, and to the Indonesian National Qualification Framework. The Association of Indonesian Psychological Higher Education Administration, which is a division of the Indonesian Psychological Association (HIMPSI), being in charge of standardising curricula in psychology study programmes throughout Indonesia, provides recommendations with regard to the contents. After they analysed the results of a testing phase, the new curriculum is implemented.

Students can choose from five specialisations, namely an educational and developmental, clinical, social, industrial/organisational, and generic/experimental focus.

The study programme implements the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme) under which students are granted the right to study beyond their study programme for two semesters (equivalent to 20 sks credits per semester, or a maximum total amount of 40 sks credits for two semesters—see semesters 6 and 7 in the curriculum).

In 2020, the Ministry of Education and Culture (Mendikbud) introduced this new policy with respective ministerial decrees. It aims to give students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

Table 1 Curriculum overview

Title of Module / Course Unit	Credit Unit	Credit Point	Workload			Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
			Hours in Class	Hours in structured assignment	Hours Self-Study			
Semester 1	20		266,67	320,00	320,00			
Religious studies	2	3,18	26,67	32,00	32,00	L / CL	paper pencil test/paper work	50%
Introduction to Psychology	2	3,18	26,67	32,00	32,00	L/CS/CL	paper pencil test/paper work/presentation	50%
Developmental Psychology	3	4,77	40,00	48,00	48,00	CS/CL	paper pencil test/paper work/presentation	50%
Biopsychology	2	3,18	26,67	32,00	32,00	L/CL	paper pencil test/paper work/presentation	50%
Academic writing	2	3,18	26,67	32,00	32,00	PJBL	seminar	50%
Statistic	3	4,77	40,00	48,00	48,00	L	paper pencil test/paper work	50%
Educational science	2	3,18	26,67	32,00	32,00	L	paper pencil test/paper work/presentation	50%
Digital literacy	2	3,18	26,67	32,00	32,00	L	paper pencil test/paper work/presentation	50%
History and system of psychology	2	3,18	26,67	32,00	32,00	L/PJBL/CL	paper pencil test/paper work/presentation	50%
Semester 2	21		253,33	304,00	304,00			
Pancasila	2	3,18	26,67	32,00	32,00	L/CS/CL	paper pencil test	50%
Learning psychology	2	3,18	26,67	32,00	32,00	L/CL	paper pencil test/paper work/presentation	50%
Enterpreneurship	2	3,18	26,67	32,00	32,00	PJBL/CL	project report	50%
Personality psychology	3	4,77	40,00	48,00	48,00	L	paper pencil test/paper work/presentation	50%
Social Psychology	3	4,77	40,00	48,00	48,00	L/P/CS	Paper work/paper pencil test	50%
Educational Psychology	2	3,18	26,67	32,00	32,00	L/CL	Quiz/Paper work/paper pencil test	50%
Industrial and Organizational Psychology	3	4,77	40,00	48,00	48,00	L	paper pencil test/paper work/presentation	50%
Bahasa Indonesia	2	3,18	26,67	32,00	32,00	L	paper pencil test/paper work	50%
Physical education	2	3,18	26,67	32,00	32,00	L/CL	project report	50%
Semester 3	21		280,00	336,00	336,00			
Civic Education	2	3,18	26,67	32,00	32,00	L/CS/CL	paper pencil test/paper work/presentation	50%
Quantitative research method	3	4,77	40,00	48,00	48,00	P/CS	paper work/presentation	50%
Training design	2	3,18	26,67	32,00	32,00	P/CS	project report	50%
Clinical psychology	3	4,77	40,00	48,00	48,00	L/CS/CL	paper pencil test/paper work/presentation	50%
Cultural psychology	3	4,77	40,00	48,00	48,00	L/CS	Paper work/paper pencil test/Presentation	50%
Qualitative research method	2	3,18	26,67	32,00	32,00	P/CS	paper work/presentation	50%
Interview	2	3,18	26,67	32,00	32,00	L/PJBL/CL	project report	50%
Observation	2	3,18	26,67	32,00	32,00	CS/CL	project report	50%
Personnel psychology	2	3,18	26,67	32,00	32,00	L/P/PJBL	paper work/paper pencil test	50%
Semester 4	20		266,67	320,00	320,00			
Counseling and Psychotherapy	3	4,77	40,00	48,00	48,00	L/CS/CL	paper pencil test/paper work/presentation	50%
Psychometry	3	4,77	40,00	48,00	48,00	L/CL	portofolio	50%
Basic of cognitive assessment	2	3,18	26,67	32,00	32,00	L/RP/CL	paper pencil test/paper work	50%
Basic of performance assessment	2	3,18	26,67	32,00	32,00	L/RP/CL	paper pencil test/paper work	50%
Ethical code of psychology	2	3,18	26,67	32,00	32,00	L/CS	paper work/ presentation/paper pencil test	50%
Projection psychology	2	3,18	26,67	32,00	32,00	L/CS/CL	paper work/paper pencil test	50%
Self-development	2	3,18	26,67	32,00	32,00	PJBL	project report/presentation	50%
Behavior modification	2	3,18	26,67	32,00	32,00	PJBL/CS	project report/paper work	50%
Inclusive education	2	3,18	26,67	32,00	32,00	L/CL	project report/presentation	50%

Semester 5	16		213,33	256,00	256,00			
ELECTIVE COURSES								
Generic and Experimental Psychology								
Assessment techniques	2	3,18	26,67	32,00	32,00	<i>PjBL/CL</i>	project report/presentation	50%
Learning assessment	2	3,18	26,67	32,00	32,00	<i>L/PjBL/CS</i>	paper work/paper pencil test	50%
Experimental psychology	2	3,18	26,67	32,00	32,00	<i>L/PjBL</i>	paper work/presentation	50%
Data programming	2	3,18	26,67	32,00	32,00	<i>L</i>	project report/portofolio	50%
Contemporer Psychology	2	3,18	26,67	32,00	32,00	<i>L</i>	paper work/paper pencil test	50%
Industrial and organization psychology								
Organizational Behavior	2	3,18	26,67	32,00	32,00	<i>L</i>	paper work/paper pencil test	50%
Consumer Psychology	2	3,18	26,67	32,00	32,00	<i>P/CS</i>	Project report	50%
Leadership Psychology	2	3,18	26,67	32,00	32,00	<i>L/CL</i>	paper work/paper pencil test	50%
Occupational health and safety	2	3,18	26,67	32,00	32,00	<i>L/CL</i>	paper pencil test/paper work/presentation	50%
Organization Development	2	3,18	26,67	32,00	32,00	<i>CL</i>	paper pencil test/paper work/presentation	50%
Development and Education Psychology								
Intervention of early childhood	2	3,18	26,67	32,00	32,00	<i>L/CL</i>	paper pencil test/paper work/presentation	50%
Early childhood developmental disorc	2	3,18	26,67	32,00	32,00	<i>L/P/CL</i>	paper pencil test/paper work/presentation	50%
Learning difficulties	2	3,18	26,67	32,00	32,00	<i>L</i>	paper work/paper pencil test	50%
Family psychology	2	3,18	26,67	32,00	32,00	<i>CL</i>	paper work/paper pencil test	50%
Sport Psychology	2	3,18	26,67	32,00	32,00	<i>L/PjBL/CL</i>	paper work/paper pencil test	50%
Clinical psychology								
Positive psychology	2	3,18	26,67	32,00	32,00	<i>L/PjBL/CL</i>	project report/presentation	50%
Crisis and disaster psychology	2	3,18	26,67	32,00	32,00	<i>L/CS</i>	paper work/paper pencil test	50%
Counselling technique	2	3,18	26,67	32,00	32,00	<i>L/PjBL/CS/CL</i>	project report/presentation	50%
Mental health	2	3,18	26,67	32,00	32,00	<i>CS/CL</i>	quiz/paper work/presentation	50%
Health psychology	2	3,18	26,67	32,00	32,00	<i>L/CL</i>	quiz/paper work/paper pencil test	50%
Social psychology								
Mass psychology	2	3,18	26,67	32,00	32,00	<i>CS</i>	Quiz/Paper Pencil Test/Project Report	50%
Mobility psychology	2	3,18	26,67	32,00	32,00	<i>CS</i>	paper work/paper pencil test	50%
Political psychology	2	3,18	26,67	32,00	32,00	<i>L/CL</i>	paper work/paper pencil test	50%
Environmental psychology	2	3,18	26,67	32,00	32,00	<i>CS/CL</i>	Quiz/Paper Pencil Test/Project Report	50%
Gender psychology	2	3,18	26,67	32,00	32,00	<i>L</i>	Quiz/Paper Pencil Test/Project Report	50%

Semester 6	20		266,67	320,00	320,00			
Internship								
Program planning	3	4,77	40,00	48,00	48,00	<i>T/FW</i>	paper work	50%
Program implementation	12	19,08	160,00	192,00	192,00	<i>T/PjBL/FW</i>	project report	50%
Internship reporting	3	4,77	40,00	48,00	48,00	<i>T/FW</i>	project report	50%
Internship report dissemination	2	3,18	26,67	32,00	32,00	<i>P/T/PjBL/FW</i>	project report/presentation	50%
Semester 7	20		266,67	320,00	320,00			
Community service								
Program design	3	4,77	40,00	48,00	48,00	<i>T/FW</i>	paper work	50%
Instrument development	4	6,36	53,33	64,00	64,00	<i>T/FW</i>	project report	50%
program development	3	4,77	40,00	48,00	48,00	<i>P/T/FW</i>	project report/presentation	50%
Program implementation	4	6,36	53,33	64,00	64,00	<i>T/PjBL/FW</i>	project report	50%
program evaluation	3	4,77	40,00	48,00	48,00	<i>T/FW</i>	project report	50%
program dissemination	3	4,77	40,00	48,00	48,00	<i>P/T/PjBL/FW</i>	project report/presentation	50%
Semester 8	6		80,00	96,00	96,00			
Thesis	6	9,54	80,00	96,00	96,00	<i>P/T/PjBL/FW</i>	Dissertation	
total	144	229	1893,33	2272,00	2272,00			
					6437,33			

L:	<i>Lecture</i>
P:	<i>Presentation</i>
T:	<i>Tutorial</i>
PjBL	<i>project-based learning</i>
CS	<i>case study</i>
FW	<i>field work</i>
CL	<i>Cooperative learning</i>

Rationale of the name and degree of the study programme

The Bachelor of Psychology awards the Bachelor of Psychology (Sarjana Psikologi). The name is determined according to the Decree of the Director General of Learning and Students, Number 46/B/HK/2019 regarding the list of names of study programmes at universities.

Integration of theory and practice

The Faculty of Education attaches importance to preparing its students for their future employment. This preparation includes the students' competence to transfer their theoretical knowledge to real-life situations. Therefore, at first, they learn the basic concepts and theories which they later on connect with practical skills.

The Bachelor of Psychology connects theoretical with practical aspects in a variety of courses. For example, students shall be able to apply personality theories to analyse personality dynamics or to explain the development of psychological disorders in the form of case studies. This is trained in courses like Personality Psychology, Development Psychology and Clinical Psychology. Practical skills such as interview or observation techniques and basic assessment methods are taught to help students to analyse psychological symptoms in an interview project, observation and psychological test.

In addition, the study programme also aims at training entrepreneurs. Students shall be enabled to collaborate in intra and inter-disciplinary teams to produce joint projects. For that matter, they learn the theoretical basics in courses like Industrial and Organizational Psychology, Programme Planning, and Programme Design.

Interdisciplinary thinking

Interdisciplinary thinking is integrated into the study programme's courses. For example, it integrates the MBKM programme including community service and an internship into the curriculum that conveys skills crossing different disciplines to prepare students for their future employment. Students are also allowed to study outside their study programme in similar study programme at other universities, which also broadens the student's perspective on the course contents. In addition, students can participate in national competitions, like Student Creativity Programme and Student Entrepreneurship Programme. These competitions are opportunities to gain interdisciplinary competences.

The five different specialisations are interlinked with other disciplines broadening the students' knowledge and perspectives. For example, in the Educational and Developmental Psychology cluster, students learn about early childhood developments or sport psychology. In the Clinical Psychology specialisation, subjects like mental health as well as crisis and disaster psychology teach interdisciplinary contents. The Social Psychology track focuses, for instance, on politics, mobility and gender topics and their effect on psychology. Students of the Industrial/Organizational Psychology cluster are familiarized with consumer psychology or organisational development. The General/Experimental Psychology cluster includes topics related to biology (biopsychology) and IT (data programming) into its curriculum.

Ethical aspects

UNESA has defined academic ethics for lecturers, students and academic staff. They are published in separate code of ethics. For example, the students are supposed to be polite, respectful and appreciative in their interactions with the University residents and community members. Communication rules are disseminated to them as well. Moreover, they must uphold scientific principles, be independent, honest, open to improve themselves, and thorough in completing academic and non-academic assignments to prevent plagiarism. Compulsory courses like Pancasila, Civics, and Religion Education also include ethical aspects with regard to attitude and behaviour of students. Lecturers are supposed, for instance, to develop the quality of learning and be open to criticism. They are autonomous in developing, exploring and publishing scientific projects.

In the statement on the report, the Faculty of Education adds that their courses follow the Indonesian Psychological Code of Ethics, which adheres to the Indonesian Psychological Association and is associated with the Code of Conduct issued by the American Psychology Association and the British Psychology Association. With regard to the developments in Open Science, the study programme refers to its own journal called "Character" that has an open access (<https://ejournal.unesa.ac.id/index.php/character>). They also state that in 2023, they started an open science approach within the teaching-learning of the Statistics course. The course integrates the use of free data processing software, such as JASP, which is an open-access based statistics software and data from the Open Science Framework. Besides that, students must publish their final thesis.

Methods and scientific practice

Students are prepared for independent ways of learning in class by using case studies or project-based or problem-based learning, collaborative learning, group discussions, presentations. To foster the students' scientific skills, the study programme integrates research methods in basic psychological theories. Quantitative and qualitative research methods are taught in two separate courses in the third semester to support students in designing suitable research instruments. Statistics in the first and Psychometry in the fourth semester offer insights in relevant psychological measurements and psychological scale preparation. Data processing courses provide training for students to use applications such as Rasch, SPSS, to perform data analysis. Academic Writing offers training in citation techniques and writing references as well.

Examination and final thesis

The study programme has aligned the programme learning outcomes to different test formats.

Table 2 Programme learning outcomes and test formats

PLO	EXAM
Able to analyse various psychological symptoms in individuals, groups, organizations, and communities using basic concepts of psychological theory and assessment	Paperwork, Case Study
Able to analyse the principles of behaviour change in individuals, groups, organizations, and communities based on the concept of non-clinical psychological interventions	Paperwork, Case Study
Able to conduct interviews, observations, psychological tests obtained following psychodiagnosics principles and the Indonesian Psychological Code of Ethics	Paperwork, Project Report
Able to apply basic psychology research methods, including research design, development of measuring instruments, data analysis, and interpretation.	Paperwork, Portofolio
Able to develop alternative problem solving and perform non-clinical psychological interventions for behaviour change of individuals, groups, organizations, and society following the Psychological Code of Ethics	Paperwork, Presentation
Able to apply data literacy principles and scientific result reporting that is free of plagiarism and based on academic integrity	Paperwork, Project Report
Able to plan and apply program design and information technology to transfer psychological theory into practice	Paperwork
Able to analyse the application of educational science by prioritizing technology-based inclusive education and local wisdom.	Paperwork
Able to communicate and develop collaborations with partners in the same field of science and across sciences	Peer Assessment, Presentation
Able to account for work results based on human values, religion, and applicable code of ethics	Peer Assessment
Able to show social sensitivity, respect for diversity, the spirit of nationalism, independence, and entrepreneurship	Peer Assessment

The table reveals that the common format of exams are written tests, quizzes, project reports, case study reports, and presentations. Exams can be oral or written assignments. Students with visual impairments can take their exams orally. They are handed out during the semester, in a mid-term exam and a final exam at the end of the semester. Follow-up exams are possible if students experience obstacles during the exam due to illness or force majeure. The final grade consists of participation (20 %), assignments (30 %), written final exam (30 %) and mid-semester exam (20 %).

In the statement on the report, the study programme points out that the formats of final exams do not solely consist of written final exams. Many courses use take-home examination, like reports with a research part on a certain topic or preparing a poster for presentation.

In the last semester, students must write a final thesis. If needed, students can consult the Guidelines for Thesis Writing on the website for help. The entire thesis writing process is managed through an information system called SIMONTASI that UNSEA developed for that purpose. The students first submit a proposal for a thesis title. After the supervisor approved the title, the students can start writing a proposal under the guidance of their supervisor. They present the proposal in front of a seminar that consists of three examiners. They evaluate the research instruments. After the review, students can carry out their research. The results are documented in the research report. The students must defend the report again in front of the three examiners regarding the content, coherence, formatting, language appropriateness, and research topic. Guidance is available via the website SIMONTASI.

Appraisal:

The panel was enthusiastic about the curriculum of the study programme. They are impressed by how it succeeds in consistently reflecting its strategic orientation. The contents and courses are well balanced, logically connected and oriented towards the intended learning outcomes. The study programme offers clearly defined areas of specialisation and conveys additional competences and skills. These extras enhance the graduates' employability.

The degree and programme name correspond to national requirements and are in line with the contents of the curriculum and the programme objectives.

The study programme convincingly combines theoretical questions with practical examples. It takes into account the requirements of the different specialisations and teaches students to find solutions for the identified problems in the respective field. In addition, it helps the students to develop interdisciplinary thinking skills. This is achieved in the courses that combine different disciplines right from the beginning and through the participation in the MBKM programme.

Ethical aspects are integrated via the code of ethics for students and lecturers, and courses like Pancasila, Religious Education. The panel applauds the study programme's efforts in open science approaches, which, for instance, they introduced for the teaching-learning of the Statistics course.

The panel concludes that the methods used in the Bachelor of Psychology vary enough according to the standards, but by referring to the previous recommendation regarding new trends in the field, the panel **recommends** adapting the methods and scientific practices to the new developments to stay up to date. For instance, the software "R", which is a free software for statistical computing and graphics, would be an adequate supplement for the students to use in their research.

The panel finds the existing exam formats to be up to standards and suitable to achieve the intended learning outcomes.

The panel likes how the process for writing final theses and their accompanying guidance is regulated. The UNESA platform for the thesis process makes the entire procedure transparent and understandable. The panel confirms that students prove their ability to do scientific work.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Table 3 Structure

Projected study time	4 years (8 semesters)
Number of Credit Points (CP)	144 credit points = 229 ECTS
Workload per CP	170 Minutes(50 minutes face to face, 60 minutes structured assignment , 60 minutes independent study) 170x16=45,33 jam/sks/sem = 28,51 ECTS
Number of modules	37 Compulsory Course and 18 Elective Course
Time required for processing the final thesis and awarded CP	1 Semester (6 Month)
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	50 Minutes x 14 Weeks per sks = 700 Minutes (11.67 hour)

The curriculum of the Bachelor of Psychology has 144 sks credits (equivalent to 229 ECTS credits) which are distributed over 74 courses in four years (8 semesters). It offers five specialisations, namely an Educational and Developmental Psychology, Clinical Psychology, Social Psychology, Industrial/Organizational Psychology, and General/Experimental Psychology.

The University and Faculty also determine compulsory courses that are related to the contents of the study programme, like Pancasila, Religion Education, and Civic Education. The Bachelor of Psychology offers introductory courses in the first semester, while elective courses that lead to specific abilities are placed in the fifth semester. It distributes the courses among its specialisations that students choose in the fifth semester:

Table 4 Course differentiation according to specialisation

Course Group	Course Description
Generic and Experimental Psychology	14 Compulsory Course (25,45 %) 5 Elective Course (9 %) 63,8 ECTS The number of courses in this group is larger compared to other groups, since all the basic compulsory courses are organized under this group.
Industrial and organization psychology	4 Compulsory Course (7,3 %) 5 Elective Course (9 %) 30,21 ECTS
Development and Education Psychology	5 Compulsory Course (9 %) 5 Elective Course (9 %) 31,8 ECTS
Clinical psychology	3 Compulsory Course (5,5%) 5 Elective Course (9 %) 28,62 ECTS
Social psychology	2 Compulsory Course (3,7 %) 5 Elective Course (9 %) 25,44 ECTS

Study and exam regulations

UNESA has determined academic guidelines including the implementation of the MBKM programme. These guidelines explain how the freedom of learning is carried out. In the fifth semester, students can take courses outside their own study programme at another study programme at UNESA or at another university for 20 sks credits. The sixth and seventh semester are dedicated to an internship and community service.

Assessment of students refers to their participation, their performance in assignments, mid-term and end-term exams. According to the academic calendar, the mid-term exam take place in the eighth week and the final exam in week 16. The results of the assessment of each course are stated in the academic guidelines:

Table 5 Score conversion

Table 2 SCORE CONVERSION

Score Interval	Score	Huruf Grade
85 ≤ A < 100	4	A
80 ≤ A- < 85	3,75	A-
75 ≤ B+ < 80	3,5	B+
70 ≤ B < 75	3	B
65 ≤ B- < 70	2,75	B-
60 ≤ C+ < 65	2,5	C+
55 ≤ C < 60	2	C
40 ≤ D < 55	1	D
0 ≤ E < 40	0	E

Feasibility of study workload

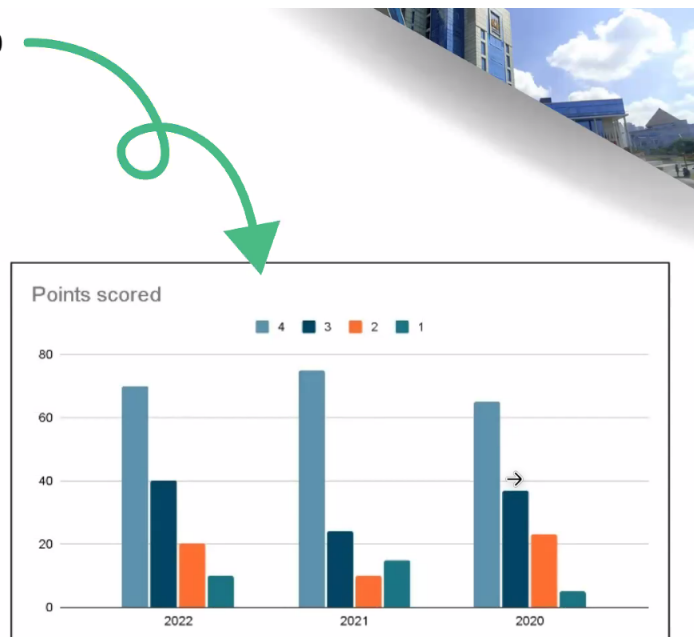
The conversion of the Indonesian sks credit point system into the European Credit Transfer System is calculated as follows: 1 sks credit consists of 170 minutes per week that are 50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities. 1 sks = 170 minutes x 14 weeks = 2380 minutes (39.7 hours) – 1 ECTS credit = 26 hours. So the credit equivalence is: 39.7/26 = approx. 1.6 ECTS credits.

The workload for each course is adapted to the amount and the level of difficulty of the study material. The level of difficulty is derived from the course learning outcomes.

Table 6 Student workload calculation

STUDENT WORKLOAD

more than 60% of students chose a score of 4 which means the study load is appropriate (1 credit = 170 minutes). About 22% of students gave a score of 3 which means that the study load is sufficient (1 credit = 110-170 minutes). Only 2% of students chose a score of 2 which means a high study load (1 credit = 170-340 minutes) and 1% a score of 1 which means a very high study load (1 credit = more than 340 minutes)



During the online conference, the students confirmed that the courses offered are diverse, correlate with and complement each other. In the first and second year, their timetable was very strict. However, they felt motivated and well navigated through the basic courses and the

specialisations. They can start with electives in the fifth semester (third year) when they can also participate in the MBKM programme.

In case students have problems regarding the student workload or their performance in examination, they can consult with their academic advisor. The academic advisor is a teacher that supports a group of students throughout their studies. They are connected via WhatsApp to be in regular contact and to arrange at least three meetings each semester.

Equality of opportunity

UNESA is committed to support students with disability issues. Therefore, most of facilities in UNESA have supporting activities for student with special needs. Moreover, UNESA has initiated an inclusive service for people with disabilities through UNESA-DIMETRIC (UNESA Disability Inclusion Metric). The Center for Disability Studies and Services helps students with disabilities in all academic and non-academic affairs. They can have special accommodations including physical and non-physical accommodations. Physical accommodation is available through the provision of accessibility, like ramps, guiding blocks, disabled toilets, railings, braille labels, or assistive technology for learning, such as left-handed chair, a braille book, and mobility with a wheelchair, crutches, a walker, or a white cane. Non-physical accommodation is provided through peer tutors. Peer tutors help students with disabilities to study, read the materials and complete their assignments.

In general, UNESA has policies to fight discrimination regarding gender, family background, religion, race, ethnicity, and economic status. There is a special taskforce dealing with sexual harassment and supporting UNESA employees and students. National scholarships are available for students with excellent performances and for students who come from financially less stable backgrounds. Foreign students can ask for help at the Office of International Affairs where they can also receive information about the UNESA International Student Scholarship.

The Bachelor of Psychology cooperates closely with the Bachelor of Special Needs Education that is also a study programme at the Faculty of Education. For example, they have developed assisting technology for students with disabilities in a joint project. At the Bachelor of Psychology, there is one student with a disability. As the statistical data above reveal, the majority of students (between 70 and 90 percent) is female.

Appraisal:

In general, the courses of the study programme are interconnected and consider the workload of students. However, from an outsider's perspective, the panel finds the structure of courses unclear. By clustering their courses in blocks or modules consisting of a lecture, a seminar and a practical unit with different examination formats, it could also be easier - also for external students - to understand the set-up of the study programme. With regard to the University's objective to foster the internationalisation and attract more foreign students, the panel **recommends** the study programme to consider clustering the courses into modules entailing a lecture, a seminar and practical unit with different exam formats.

UNESA provides academic guidelines with information regarding examination and the process of thesis writing. All students can consult the guidelines online as well. The exam regulations are also in line with national requirements. The students' achievements in internships or at other study programmes at UNESA or a partner university can be converted in credit points without any extension of their overall study time.

The student workload is ensured by a plausible calculation of workload. Examinations take place twice each semester according to the official academic calendar. During the online conference, the panel learned that the students were content with their workload and can complete their studies on time.

The panel applauds UNESA for its services for students with special needs. Students with special needs receive comprehensive individual assistance. UNESA has instituted centers that are concerned issues like gender equality and non-discrimination. Foreign students can get assistance in the Office of International Affairs.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity		X			

3.3 Didactical concept

Logic und plausibility of the didactical concept

At the Faculty of Education, all study programmes apply methods like group discussion, simulation, role plays, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, demonstration, and work-based learning. The methods follow a student-center approach aiming at enabling student to become independent learners and have professional ethics. The methods are chosen considering the course contents and learning outcomes. In all three study programmes, lecturers build teams of two to three lecturers to teach the same courses and coordinate the course structure and materials.

At the Bachelor of Psychology, project-based learning is a common teaching method. Students of the different specialisation all learn with authentic scenarios to be prepared for their future employment. During the online conference, the lecturers gave some examples. In the course Consumer Psychology, students conduct interviews with consumers to analyse consumer satisfaction with the help of guidelines provided by lecturers. In a re-forestation project conducted in a mountainous area in Indonesia, students learned how to apply video documentation and to analyse the material. They also are asked to assist in cases of disaster to manage the demand for psychological support and provide psychological first aid to the victims. Asked about the teaching methods, the students reported that in all courses including

lectures and seminars, the lecturers would give them freedom to develop their own projects. They also received assistance during their preparation for international competitions. Lecturers also organised debating classes for students to practice their skill. That way, they learn to make decision and build their confidence.

Course materials

The study programme integrates presentation slides, books, chapters, journal articles, modules and videos as common course materials. They update the course materials on an annual basis to ensure that students know about the latest trends in the respective fields. These materials are accessible through the library or Learning Management System (LMS) used by lecturers. Through the LMS for each course, students can also discuss, express opinions, collect assignments/quizzes and work on exam questions.

Guest lecturers

Based on the Faculty's agreements with partners, they invite guest lecturers in every semester. Public lectures shall extend the study programmes outlook to multi-disciplinary and intercultural aspects. For example, in the Cultural Psychology course, lecturers with international experience and careers provide knowledge on various issues of cultural encounters in the world of education and the profession.

The following table lists foreign guests invited to the study programme:

Table 7 International guest lecturers

Origin	Institution	Years
Malaysia	University of Malaya	2022
Germany	Heidelberg University of Education	2022
Austria	University of Graz	2022
Pakistan	Institut für Kultur- und Sozialanthropologie / Fatima Jinnah Women University Rawalpindi	2022
Austria	University of Vienna	2021
Australia	Edith Cowan University	2021
Austria	Center for Teacher Education & Department of Education, University of Vienna; University College of Teacher Education Carinthia	2020

In addition, national guest speakers from the professional fields are also invited.

Table 8 National guest speakers

Institution	Course	Year
RS. Tugurejo Semarang	Clinical Psychology	2022
Akademi Trainer	Positive psychology	2022
Lasale Consulting	Interview	2022
PPM Management	Interview	2022
PT. Indofood	Interview	2022
PT. Kemilau Cahaya Gemilang	Interview	2022
PT. Elnusa Petrofin	Interview	2022

Lecturing tutors

The course lecturers select student assistants through a selection process. The student assistants support providing test instructions, scoring, and offering direction in test administration. Assistants also help other students with understanding and applying practical examples of the skills.

Appraisal:

The panel is enthusiastic about the “hands-on approach” of the study programme’s didactical concept. The panel considers the student-teacher collaboration, the project-based learning, creative student projects, participation in international competitions, and the engaging debating classes to be standout features. The panel recognized the positive feedback from students. In addition, the programme's success in facilitating knowledge transfer was positively highlighted by using a variety of teaching methods, like case studies or video recording.

The panel emphasises that the variety of methods is beneficial for students to develop a tolerance for an environment of constant change. The study programme helps students to be flexible and adapt to new circumstances quickly. Hence, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes.

In general, the panel finds the course materials used to fulfil the standards and to correspond to the learning outcomes of the courses and the required qualification level. They would like to **recommend** the study programme to check the references for updates and to consider adding contents regarding Data Literacy, Technology Literacy, and Human Literacy.

The study programme draws on guest lecturers from abroad and from Indonesia to teach students the latest trends in the psychological fields. These talks and lectures contribute to the students' qualification process as well.

The panel thinks that student assistants supporting other students with their studies is a very good way to live inclusion.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 International outlook

International contents and intercultural aspects

As mentioned in the previous chapter, the Bachelor of Psychology intends to integrate international aspects into its curriculum by using international case studies as learning and discussion material. The materials can be about gender equality in work fields, international policies to prevent discrimination in work fields, leadership in international organisations, and work ethics in foreign countries. Based on international studies, like the Stanford Prison Experiment and Little Albert Experiment, the lecturers discuss ethics and research methodologies with the students. Intercultural aspects are included by doing comparisons, such as comparing the Code of Conduct as determined by the American Psychological Association (APA) with the Psychological Code Ethics in Indonesia.

Furthermore, student exchange programmes offer opportunities to experience cultural differences. For example, between 2018 and 2019 nine students went to Khon Kaen University, Thailand, or in 2021, five students participated in the summer course programme with the University of Human Development, Iraq. Participation in international conferences, like the International Conference on Education Innovation (ICEI), and International Webinar on Research Methodology are also supported by the study programme.

Internationality of student body

Student mobility is an important aspect for the Faculty of Education. As of 2022, they welcomed 52 students from overseas and sent 102 students abroad. UNESA offers mobility options like summer camps, international joint conferences, and internships. These activities were realised with partners like the University of Human Development, Iraq; Khon Kaen University, Thailand; Universitas Kebangsaan, Malaysia, Bicol State College of Applied Science and Technology, Philippines, National Chang Hua University of Education, Taiwan.

At the Bachelor of Psychology there are no full-time international students. However, students from the Iraq and Malaysia have joined the study programme for a short-term course or summer camp.

Internationality of faculty

The Faculty of Education fosters lecturer mobility as well. UNESA provides funding to pursue a PhD abroad. Furthermore, lecturers can engage in research collaborations with international partners, become speakers in international conferences or guest lecturers at partner universities, or they can attend short courses. The following overview shows possible partners for lecturers of the Bachelor of Psychology to go abroad:

Table 9 Lecturer mobility

LECTURER MOBILITY



PSYCHOLOGY STUDY PROGRAM
Austrian Indonesian Society, Indonesia Embassy in Austria, University of Vienna (Austria Department of Islamic Theology Studies), University of Sydney, Australia; Silpakorn University Thailand; Khon Kaen University Thailand; National University of Malaysia; National Dong Hwa University, Taiwan; Timor Leste; Flinders University Australia; Autism Association of Western Australia; Wakayama Prefecture Japan; Queensland University of Technology (QUT), Australia; Tsukuba University Japan; Universiti Kebangsaan Malaysia; ChaJiao Elementary School, Taiwan; National Pingtung University Taiwan

At the Bachelor of Psychology, about 20 percent of the lecturers have participated in an international qualification programme offered by the Universiti Kebangsaan Malaysia, Ohio State University, USA; Sydney University, Australia; Flinders University, Australia; Surrey University, United Kingdom, and University of Groningen, the Netherlands.⁷ Two obtained a doctoral degree from abroad, one from Queensland University in Australia and another one from Vienna University in Austria.

Lecturers are encouraged to join international conferences or workshops as well. Six lecturers at the study programme have already passed the Microsoft Certified Educator certification programme. Moreover, lecturers are also involved in research publications. Two lecturers were invited to be editors or authors for Springer.⁸ In 2022, the study programme organised the 1st International Conference on Psychology and Education where international scholars, for example from Germany, participated as speakers. Likewise, foreign scholars joined the Bachelor of Psychology as guest lecturers. They came from Edith Cowan University in Australia, University of Vienna in Austria, Pädagogische Hochschule Heidelberg in Germany, and University of Graz in Austria

Foreign language contents

In the first semester, about 35 students can join a bilingual class that offers course materials in English and English as the language of instruction. As of 2022, the Bachelor of Psychology offers nine courses in the bilingual track. In addition, also in that track, a foreign lecturer co-instructs the course Academic Writing in English. Besides that, in regular classes, course materials in English language are disseminated, like PowerPoint slides or textbooks. In 2023, the study programme started an international track where 70 percent of courses shall be delivered in English.

⁷ See self-evaluation report p. 65.

⁸ Ibid.

Appraisal:

The panel recognises how the study programme integrates international contents and intercultural aspects into the curriculum. They help students to develop the necessary knowledge about different cultural ethics and perspectives. The panel likes to encourage the Bachelor of Psychology by **recommending** to include more international literature into the contents of the courses. By doing so, the students' can expand their perspectives and knowledge even further.

Students of the study programme have several opportunities to spend time abroad. However, students from abroad do not study at the Faculty of Education longer than for a short course or summer camp. Therefore, and connected with the recommendation in chapter 1.2, the panel **recommends** the Faculty again to continue translating the University's internationalisation strategy into further concrete measures for the study programme. The panel is positive that they can make use of the structures and resources that UNESA offers for internationalisation.

The study programme clarifies in the statement on the report that currently, there are two international students in the study programme. Recently, one student from Saudi Arabia won the International Student Scholarship of UNESA (ISS UNESA) scholarship programme and studies in the international class at the Bachelor of Psychology.

Overall, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. The bilingual class is seen as a good example. Therefore, the panel **recommends** the Bachelor of Psychology to extend courses taught in English. That way, they can provide better preparation for all students, whether they attend the regular or the bilingual class, to work in an international working environment.

In the statement on the report, the study programmes refers to three courses that are co-lectured by an international scholar in 2023. These courses are Learning Psychology with a co-lecturer from the University of Vienna, Introduction to Psychology with a co-lecturer from the Northeast Normal China University and Scientific Writing with a co-lecturer from Fatima Jinnah Women University, Pakistan.

The mobility options of the faculty are beneficial. Thus, the panel encourages the faculty to keep on engaging in these activities. In doing that, the international experience of the faculty can be promoted. Their international competences and skills will also have a positive impact on the students' development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The Bachelor of Psychology pays attention to convey multidisciplinary skills, such as problem-solving, conflict-handling, organisational, critical and creative thinking skills, communication skills, and collaboration skills. These soft skills are taught in class and outside class. In class, lecturers ask students to present their group projects. Furthermore, the study programme encourages its students to participate in the MBKM programme or to apply for national and international level competitions. In these schemes, students become familiar with authentic situations and learn about time management and self-organisation. Besides that, leadership skills are part of the so-called Student Management Skills Training. They also learn how to make decision when they volunteer in the Student Association.

Appraisal:

The panel regards the portfolio of multidisciplinary skills to be taught in a suitable way. The study programmes integrate these skills into the curriculum and offer options like internships, community service and competitions to develop further skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

In compliance with the feedback of alumni users and stakeholders to prepare the students for their future employment, the Bachelor of Psychology attends to improve the students' skills in leadership, management, interpersonal interaction and psychological assessment and intervention.⁹ The study programme offers a job preparation seminar every year.

During the online conference, the alumni informed the panel that they thought to have acquired the necessary skills. For instance, one alumna working for a tech company said that she had

⁹ See self-evaluation report pp. 67-68.

been encouraged to join competitions that helped her cultivate public speaking skills. Another alumna reported that the research skills taught in the study programme, like interview skills, were useful for the job in research. A current curriculum developer explained that the course Psychology of Learning proved very useful for job.

Appraisal:

The panel acknowledges the active commitment of the study programme to improve and develop the students' soft skills or skills that are related to the fields of work. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations. From the alumni's feedback, the panel got the impression that they were all very keen on the programme's support.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)	X				

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty

The Bachelor of Psychology has 24 lecturers consisting of seven lecturers with a doctoral degree and 17 lecturers with master's degrees. The background is summarised in the table below:

Table 10 Background of lecturers

Educations	7 Lecturers with Doctoral Educations
	17 Lecturer with Master Educations
Origins	5 Lecturers with Overseas Educations
	19 Lecturer with Domestic Educations

Overall, UNESA employed 1,048 lecturers in 2022. Compared to the roundabout 30,000 students, the lecturer-student ration is about 1:28 at the entire University. Lecturers are civil servants and non-civil servants. All lecturers are obliged to participate in the three main duties (Tridharma) of higher education, namely teaching, research and community service.

Usually teachers do team-teaching. Their workload consists of learning activities, like planning, implementing processes, and conducting evaluations, guiding and training, conducting research, performing additional tasks, and performing community service. The workload each semester is at least 12 credits and at most, 16 credits. It has been determined by a national regulation:

Table 11 Workload of teaching staff

Teaching Staff Workload						
According to Regulation from Ministry of Education and Culture Number 7, Year 2020, the limit range of workload for lecturers is between 12 credits - 16 credits per semester (or 37.5 hours - 56.25 hours)						
No	Academic Rank	Academic Qualification	Teaching	Research	Community Services	Supporting Activity
1	Assistant Professor	Master degree	≥ 55%	≥ 25%	≤ 10%	≤ 10%
2	Assistant Professor	Master degree	≥ 45%	≥ 35%	≤ 10%	≤ 10%
3	Associate Professor	Doctoral degree	≥ 40%	≥ 40%	≤ 10%	≤ 10%
4	Full Professor	Doctoral degree	≥ 35%	≥ 45%	≤ 10%	≤ 10%

Academic qualification and pedagogical/didactical qualification of faculty

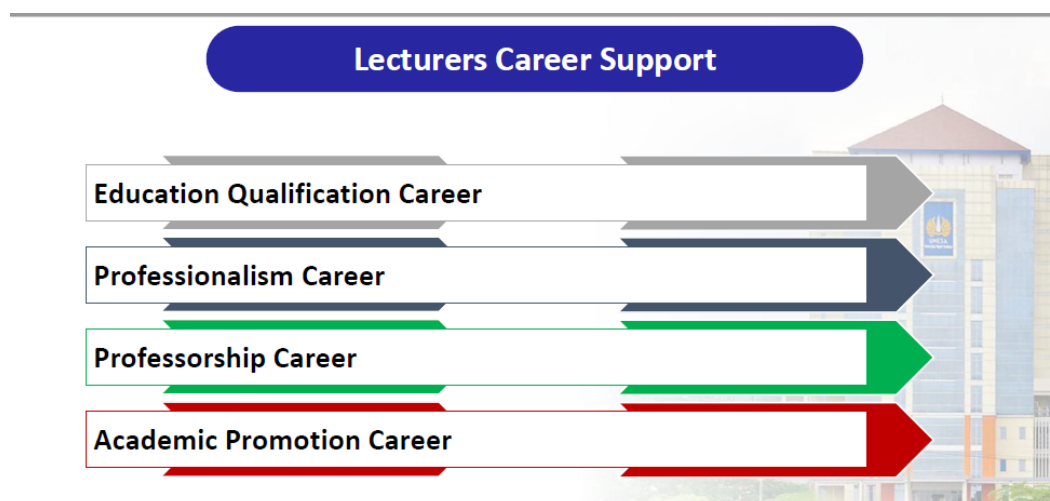
The following is an overview of the 24 lecturers' positions:

Lecturer Category	UPP
Professor	8,3%
Associate Professor	8,3%
Assistant Professor (<i>Lektor & Asisten Ahli</i>)	58,3%
Teaching staff	25%
Professional (retired)	-

Moreover, nine lecturers are national-registered instructors for the teacher profession programme for early childhood education and guidance and counselling. The requirements for this position include ten years of working experience with workshops and seminars, and the successful completion of the application process.

According to national regulations,¹⁰ the minimum qualification for lecturers teaching in diploma and undergraduate programmes is a master's degree and the minimum qualification for lecturers teaching in postgraduate programmes is a doctoral degree. The recruitment process is carried out by the State Civil Service Agency for the civil-servant track of lecturers. It begins with announcements through the website according to employee needs. Applicants are selected according to their administrative, basic competencies, and field competencies. The successful candidates will have a basic training to be appointed as prospective civil servants. The University itself will appoint applicants for the non-civil servant track of lecturers. Beforehand, they must pass an administration test, academic potential test, psychological test, and an interview.

During the online conference, the representatives from UNESA explained that they have four pillars regarding the lecturer's further qualification that are listed in the chart below.



¹⁰ Constitution no. 14 of 2005, see self-evaluation report p. 74.

The University's encouragement to pursue a doctoral degree belongs to the "education qualification career" pillar. UNESA provides scholarships for lecturers under the age of 35 to go abroad. In 2023, 15 lecturers from all faculties continued their studies at the doctoral level abroad, like Germany, USA and the Netherlands.

To ensure that new lecturers receive the necessary pedagogical instructions to become a professional teacher, the "professionalism career" pillar offers trainings and counselling for lecturers. They can set up research groups of three to five members and can receive coaching and funding. Moreover, this pillar also includes training in basic instructional skills, like the Applied Approach, and project-based learning. International academic training is also provided, like training conducted by Microsoft Certified Educators, Enago Proof Editor, and Elsevier Publisher. The Bachelor of Psychology also allocates competency enhancement funds for lecturers to attend various trainings and workshops that can improve teaching performance and update lecture materials.

It is the first step towards the "professorship career" that refers to education assistants and associate professors and supports them in fulfilling the requirements. In addition, they also welcome international professors to join UNESA and teach for a semester. During the conference, UNESA's representatives expressed their pride in having 32 new professors as new members of the University in 2023.

For the promotion of the academic career, UNESA developed the so-called SIM-Pak Application system that shall assist lecturers and any other employee to apply for vacant positions.

Lecturers have the task of transforming, developing, and disseminating science and technology through competency-based education. As mentioned in the section above, all lecturers receive educational training at UNESA. Some courses are even mandatory as issued by the Ministry. For example, they must obtain educational certifications including the national certification of educator, Instructional Techniques (Pekerti), and Applied Approach (AA).

Practical business experience of faculty

Lecturers at the Faculty of Education can engage in private businesses, but it is not a "must-have". For instance, at the Bachelor of Psychology, lecturers are certified psychologists who offer assessment and consultation for government and non-government institutions. One lecturer owns a crisis centre that provides assistance for the public in case of a disaster or another lecturer runs an inclusive school to support pupils with development disorders.

Internal cooperation of faculty

The team-teaching method fosters the cooperation of faculty members. About two to four lecturers are responsible for the same course. They coordinate the semester study plan, the course materials, and contents of each class, and the exams. Usually lecturers teach courses in their own discipline but multidisciplinary competences are necessary to be able to teach in another programme as well.

Moreover, community service or research activities at the scale of departments, faculties, universities, and in national projects also foster collaboration between lecturers at the Faculty of Education. An example for lecturers' internal cooperation in projects is the development of a test construction to assess the cognitive ability of children with visual impairment that a lecturer from the Bachelor of Psychology conducted together with a lecturer from the Bachelor of Special Needs Education in 2019.

Student support by the faculty

Each study programme has so-called academic advisors that assist students in academic and non-academic issues. Academic supervisors accompany a group of students with that they have at least three appointments in every semester. Some lecturers set up a WhatsApp group with their students to be in contact regularly. The counselling is monitored via an academic information system called SIAKADU. In addition, a thesis supervisor is assigned to every student for an individual, structured, and scheduled guidance in the entire thesis writing procedure.

Lecturers also support students in terms of finding and coordinating community service places, internship places and during these activities. Especially, during the teaching internship, students are advised by a lecturer of the study programmes appointed by head of study programme. Lecturers also offer help to students that like to prepare for competitions such as photography competitions, or write scientific papers, and participate in student creativity programmes. During the Covid-19 pandemic situation, teaching took place online via UNESA Virtual Learning (VINESA). Lecturers were available for them online in chats or via the telephone.

During the online conference, the lecturers of the Bachelor of Psychology told the panel that they are available for students also in private when they need consultation or experience situations that make them feel uncomfortable. They see every student as an individual with personal needs. Students confirmed the lecturers' statement saying that they can address their lecturers outside class and can ask for advice. They appreciated that the lecturers were open to suggestions and that they supported students during the preparation for competitions. All in all, students said that they felt treated as equals, and thought to have a close relationship with their lecturers.

Appraisal:

The panel regards the current structure and composition of the faculty of the Bachelor of Psychology to fulfil the requirements and ensure good support for students. They appreciate UNESA's commitment to encourage lecturers to develop their academic career by pursuing a doctoral degree. Therefore, the panel **recommends** the Bachelor of Psychology, in particular, to motivate the faculty to pursue a doctoral degree. By increasing the number of academically experienced lecturers, the scientific outlook of the Faculty will grow as well. Clearly, the faculty members receive all the necessary training and opportunities to develop their academic qualification within the Faculty and even abroad.

Pedagogically and didactically, they are also well trained and prepared. All lectures must attend mandatory instructional training and receive certificates. Some lecturers work as psychological consultants so that students can benefit learning about the practical aspects of the theories they are taught.

Through team-teaching, the lecturers coordinate their classes and contents. Cooperation in research and community service are also common joint activities of lecturers who can exchange experiences constantly.

Lecturers have different roles to support students, like academic advisor, thesis supervisor or as a counsellor for extracurricular activities. In messenger groups, students can exchange with lecturers even after the official office hours. The panel appreciates the lecturers' attitude, which demonstrates a strong commitment to student well-being and safety.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

Programme Director (Asterisk Criterion)

The Faculty of Education consists of the Dean, Deputy Dean, Head of Department, Secretary of the Department, and Head of the Laboratory. Every head of a study programme at UNESA has the leading function in coordinating and implementing the *Tridharma* activities of higher education, including education and teaching in terms of curriculum planning, learning implementation and learning evaluation, research, and community service within the department. They develop a programme for lecturer and educational staff development, and document the education and teaching, research, and community service activities for making decisions at the department and Faculty levels.

Process organisation and administrative support for students and faculty

The Faculty of Education has 41 administrative staff members with various needed expertise. The Bachelor of Psychology has two administrative employees assisting the secretary and the head of the department in implementing education at the department level. The administration is available for lecturers and students in case they have troubles or questions during the office hours. Besides them, the head of the laboratory is responsible for carrying out practical activities in supporting learning activities.

During the online conference, the representatives from the administrative staff reported that in case their workload increases and they must work longer, they receive extra payment. Moreover, they can also develop their competencies in trainings and workshops relevant for their task. For example, they can attend training in English Daily Communication, Microsoft certification or service skills. To get promotion to higher positions, they can receive a training in procurement of services. At the beginning of the semester, they can hand in a list with trainings and workshops they would like to attend. Moreover, if they want to continue with their studies, they can apply for a scholarship and must only pay a reduced admission fee.

Appraisal:

The programme director of the Bachelor of Psychology coordinates the activities of everyone involved in the programmes and ensure that the programme runs smoothly. During the online conference, the panel got the impression that the head of the Bachelor of Psychology was committed and deeply involved in the affairs of the study programme. She appeared well informed and proactive during the interview. She evidently develops the study programme and considers all relevant groups in the process.

The administrative staff at the Bachelor of Psychology clearly acts as a service provider for students and faculty. They support all Faculty members and students. The University offers them manifold opportunities to develop their professional skills as well. The panel likes that their work is valued by UNESA.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

At the University level, UNESA is responsible for signing the Memorandi of Understanding (MoU). At the Faculty level, the Faculty of Education signs Memorandi of Agreement with academic partners.

The Faculty of Education has a variety of partners in Indonesia and abroad. The following table provides an overview of the existing partnerhips of the Bachelor of Psychology:

Table 12 International partner of the Bachelor of Psychology

No	Year	Country	University
1	2015	Thailand	Khon Kaen University Thailand Khon Kaen University .pdf
2	2021	Malaysia	Universiti Kebangsaan Malaysia (UKM) Malaysia Universiti Kebangsaan Malaysia.pdf
3	2021	Iraq	University of Human Development (UHD) Iraq_UHD.pdf
4	2021	Australia	Edith Cowan University Australia Edith Cowan Univ
5	2021	Poland	The Maria Grzegorzewska University Poland_The_Maria_Grzegorzewska University.pdf
6	2021	French	Granoble Alpes University France Granoble Alpes.pdf
7	2022	Australia	Transforming Education in Australia Australia_Transforming Education.pdf

8	2022	US	Oklahoma State University United States Oklahoma State Univ.pdf
9	2022	UK	British Council Score UK British Council.pdf
10	2022	Philippines	Samar State University Philippines Samar State Univ.pdf
11	2022	Thailand	King Mongkut University of Technology North Bangkok Thailand King Mongkut University of Technology.pdf
12	2022	Thailand	Silpakorn University Thailand Silpakorn University.pdf
13	2022	Taiwan	National Pingtung University Taiwan National Pingtung Univ.pdf

On the study programme level, each study programme has closer ties to national and international academic partners. The list below highlight academic partners regarding student exchange programme in the study programme:

Table 13 Partners providing opportunities for student mobility



STUDENT MOBILITY PARTNERS

PSYCHOLOGY STUDY PROGRAM
University of Adelaide Australia, Austrian Indonesian Society, Indonesia Embassy in Austria, University of Vienna (Austria Department of Islamic Theology Studies), Khon Kaen University Thailand; Universitas Kebangsaan Malaysia; King Mongkut's University of Technology North Bangkok; University Malaya; International Islamic University Malaysia; University of Human Development Iraqi Kurdistan; Bicol State College of Applied Science and Technology Phillipine; National Chang Hua University of Education.

Cooperation with business enterprises and other organisations

Among the main non-academic partners of the Bachelor of Psychology are business organisations, schools, like public and private school, from kindergarten to secondary schools, including intercultural school, e.g. Sampoerna Academy, therapeutic institutions for children with special needs, child protection institutions, like the Surabaya City Child Protection Agency, or general and psychiatric hospitals, like the Menur Mental Hospital in East Java. They offer internship places for students in the third year participating in the MBKM programme.

Appraisal:

The panel concluded that the study programme has a decent network with other universities and with special institutions, hospitals, and schools that supports students in finding internship places. The partners' influence in the study programmes is adequate and is beneficial to keep the study programmes up to date. All such activities contribute to the development of the students' qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

The visitation took place online via the video conferencing tool ZOOM so that the panel members were not able to visit the facilities in person. The University provided photographs and videos introducing the campus surroundings and facilities. During the online conference, the librarian introduced the e-library to the panel by sharing the screen and leading through the system.

Quantity, quality, media and IT equipment of teaching and group rooms

For the quality of its students, lecturers and all other human resources, UNESA has set up infrastructures such as counselling services providing information about national scholarships and international scholarships, a career centre, meeting buildings, sports facilities, and accommodation like containers dormitories, an entrepreneurship laboratory, a language centre, and a mosque. Moreover, health services are provided in a polyclinic. There is a transportation service as well. Digital services include an e-learning system, UNESA single sign-on and Integrated Service Unit.

At the Faculty of Education, the classrooms are equipped with Wi-Fi, audio and screens. The Faculty has laboratories for psychology, science, mathematics, arts and microteaching. In case lecturers and students consider equipment to be broken or missing, they can report to the coordinator of the study programme.

During the online conference, lecturers expressed the wish that the capacity of instruments in the psychology laboratory could be increased to conduct more psychology tests more often.

Access to literature

The libraries at UNESA open seven days a week, Monday to Friday from 08:00 am until 16:00 pm and Saturday and Sunday from 08:00 am until 15:00 pm. Online services are available anytime and anywhere on the website (www.library.unesa.ac.id). They provide an integrated online public access catalogue (IOPAC), open-access journal, like Springer, Cambridge, Emerald Insight, EBSCO, Enago, Chinese Language and Culture Library. Moreover, the Faculty receives funding from UNESA to maintain and extend the Faculty library's inventory and for services.

Programme	Link
Digital library Unesa	https://digilib.unesa.ac.id/
Integrated OPAC	https://opac.unesa.ac.id/
E-journal	https://link.springer.com/ https://www.cambridge.org/core https://search.ebscohost.com/
E-book	https://kubuku.id/v2/ https://www.emerald.com/insight/

Appraisal:

Albeit the panel members were not present at UNESA in person, they were provided with photographs and videos showing the campus, the library, the faculty, and the equipment including working stations with computers and tables for group work and barrier-free entrance possibilities for students with disabilities.

The panel members had the opportunity to watch the senior librarian introducing the library's website and accesses during the online conference. They found that the online library was easy to be accessed and helpful for the students in conducting their literature research.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access.

During the online conference, the panel listened to the lecturers' wishes regarding the laboratory equipment and would like to encourage the Bachelor of Psychology to expand the relevant instruments to ensure the quality of the courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

4.4 Additional services

Career counselling and placement service

UNESA has established the UNESA Career Centre (UCC) that facilitates graduates' way into the job market by holding a UNESA Job Fair to build relationships between graduates and stakeholders. Their service also includes internship placement, career guidance and entrepreneurship training and seminars. Many students of the Bachelor of Psychology have participated and passed the Entrepreneurship Student Programme offered by UNESA, and on the national level, some even passed the Indonesian Student Business Competition activities.¹¹

Moreover, the UNESA Centre for Character Development and Guidance and Counselling Services offers soft skills and self-development training for students. Students must fill out an online registration first. The next day, they receive an email reply from the admin with a schedule for counselling. After students went to the counselling service, they are asked to evaluate the results.

In 1999, UNESA established the Language Centre that offers training in languages like English, German, Japanese, Mandarin, Arabic, French, and Indonesian for foreign speakers. It provides language services for lecturers in the form of English language upgrading and English language seminars.

The Office of International Affairs publishes work vacancies from the international partnerships programmes and assist foreign students with their application to study at UNESA. Indonesian students who want to study or do an internship abroad can also consult with them.

Alumni Activities

UNESA has set up a Directorate for Alumni Affairs. The Faculty of Education has an Office for Alumni Affairs as well. Alumni are involved in different activities with the Faculty of Education. The Bachelor of Psychology has established the UPP Alumni Association that organises sharing sessions with students for internship placements, and providing seminars and inspiration classes to students. The sharing session on internship helps students to understand the process of internship and community service.

The HEI organises activities involving alumni that are addressed to students and fellow alumni. During the admission period, alumni join promotion session and give talks about their experiences as students of UNESA. They are invited to give talks or guest lectures and report about their work as teachers and educators. They are involved in the department in the revitalization of the curriculum to support the development and quality of the study programmes.

¹¹ See self-evaluation report p. 30.

Appraisal:

UNESA offers career counselling, placement services, and job fairs. The Character Development, Guidance, and Counselling Service Centre of UNESA supplements these services by focusing on the students' self-development. The panel was impressed that the placement service is elaborate and also involves the alumni.

The panel likes the wide range of alumni activities. The Bachelor of Psychology has its own alumni association. Even on the University level, a directorate coordinates the alumni activities. These are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service		X			
4.5.2 Alumni Activities		X			

4.5 Financing of the study programme (Asterisk Criterion)

Being a state university, financial resources are allocated from UNESA to the Faculties and their study programmes through the Budget Business Plan. The Budget Business Plan is prepared based on the proposal from Faculties and other working units in UNESA. It takes into account the UNESA Strategic Plan, UNESA Operation Plan, the Rector's work contract with the Ministry of Education, Culture, Research and Technology, and Ministry of Finance.

UNESA has two revenue sources, namely from the government and the society. The revenue source from the government consists of financial revenue that comes from the government and foreign loans or grants. The community's revenue includes funds education services and cooperation, business results, and banking services that are known as non-tax revenue.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

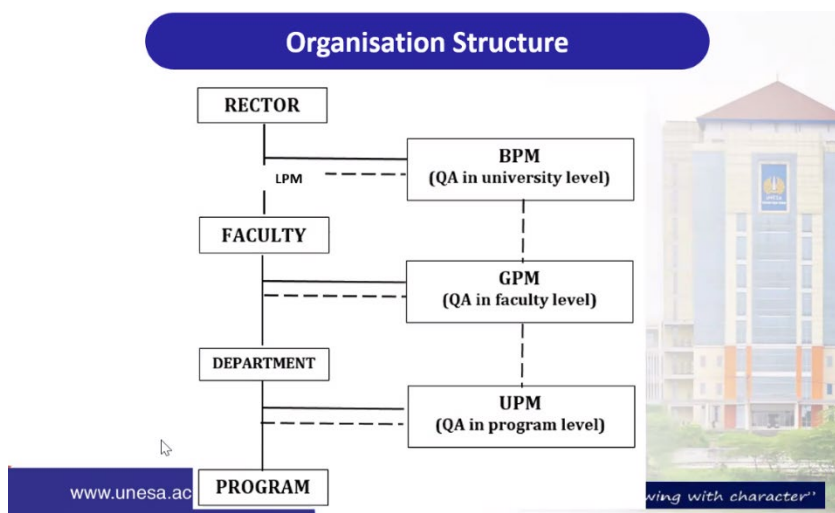
	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes

UNESA follows 36 national and internal quality standards, among them are, for example, quality standards regarding graduate competence, learning content and process, learning assessment quality, professors' and faculty's quality, research quality, infrastructure quality as well as student and alumni affairs standards, library standards and curriculum standards.

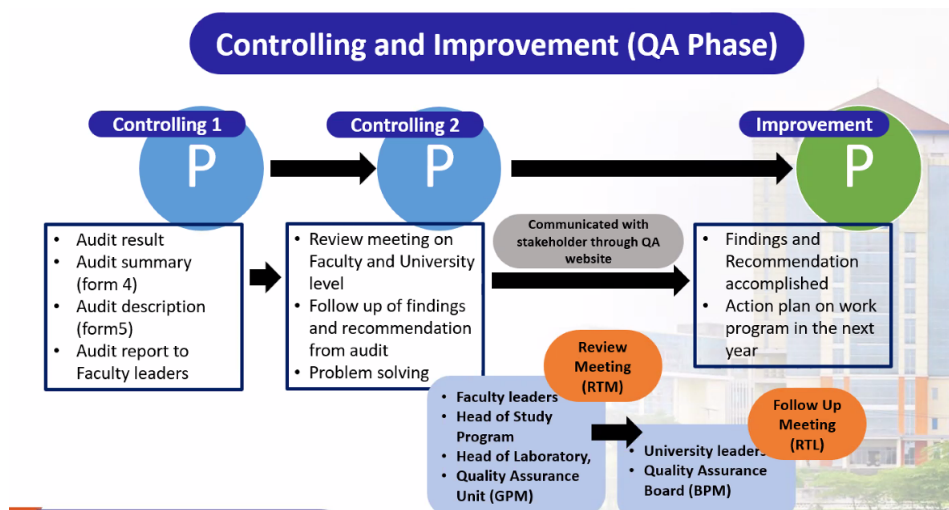
Quality assurance is instituted on every level from the University downwards to the study programme level, as the following graphic illustrates:



To structure the process of quality management, UNESA follows the Plan-Do-Check-Act Cycle (Determination, Implementation, Evaluation, Control, and Improvement). That way the objectives and standards can be constantly assessed, adjusted and improved. For instance, there are curriculum audits, audits of leadership performance achievements or facilities.

The implementation of learning evaluation is conducted twice per semester, between the eighth and eleventh week, when auditors are present in the classroom, and during the final semester using student report questionnaires.

The annual curriculum audits are documented and presented to every unit and their administrators. Consequently, they will act in accordance with the conclusions and suggestions of the audit team. The detailed way of monitoring is presented in the chart below:



Instruments of quality assurance

At the Faculty of Education, students have several channels to give feedback about the quality of courses and to complain. For example, they are connected via WhatsApp with their lecturers and can communicate with them directly. In addition, a student council in each study programme represents the student affairs in front of the programme management and the Faculty reporting all issues and complaints to them. Students may also send complaints via Unesa.ac.id which will be responded immediately by the University. UNESA had received an award from the Ministry for the immediate response to students' complaints and feedbacks.¹²

Each semester students fill out a questionnaire asking about their satisfaction with the dependability, responsiveness, assurance, and empathy of the lecturers. The results are published on the website of the Quality Assurance Unit of UNESA. A list of recommendation measure is sent to the heads of the study programmes.

Moreover, during the online conference, the panel had the chance to check how the study programme evaluates the student workload. They presented a survey in Indonesian language and explained that they started mapping the implementation of courses asking about the weekly time spent on learning activities which include class lectures, assignments and independent study time (less than 170 minutes, 170 minutes, between 170 minutes and 340 minutes, more than 340 minutes each week depending on the course design).

The faculty members also receive a satisfaction survey to make comments on research, community service, administrative service, human resources management, financial management and the overall management. In a management review conference, the head of the programmes discuss the results and initiate relevant measures based on the outcomes of the survey.

Besides students and faculty members' participation in the quality assurance process, graduates and business leaders are also involved in the planning and evaluation committees for quality assurance and development processes. Graduates take part in the tracer study as well and can support the curriculum review process with their experience.

¹² See self-evaluation report p. 90.

Programme documentation

All relevant information regarding the study programme, like the curriculum update, study plan and academic calendar, is made public and accessible online on the faculty website: FIP | Universitas Negeri Surabaya (unesa.ac.id), Teknologi Pendidikan (unesa.ac.id), Pendidikan Luar Biasa (unesa.ac.id), and Pendidikan Guru Sekolah Dasar (unesa.ac.id). Hard copies of assessment guidelines and brochures are available in the classroom as well or upon request.

Students receive news about guest lecturers, dates for competitions etc., on the websites of UNESA or the Faculty of Education. In addition, they get updates on social media, like WhatsApp or Telegram. Announcements are also made on YouTube and Instagram. The activities offered throughout an academic year are summarized in the annual report as well.

Appraisal:

The panel appreciated that on the study programme level, the Bachelor of Psychology systematically analyses and evaluates the student workload. Students regularly evaluate the study programme and their satisfaction with the lecturers according to a prescribed procedure. The outcomes are communicated to the students and provide input for the quality development process. The programme management reflects upon the recommendations as well.

The faculty members also carry out evaluation of the services and the management at UNESA on a regular basis according to a prescribed procedure. The results of the survey are discussed in a management review conference to initiate relevant measures if deemed necessary. Clearly, students and faculty are involved in the relevant meetings and can contribute to the quality of education and development of and in each study programme. Responsibilities are clearly defined.

In addition, alumni, employers and other interested stakeholders evaluate the study programme on a regular basis and in accordance with a prescribed procedure. They are invited to the curriculum audit to improve its quality. The results are communicated and provide input for the quality development process.

Information about the study programme's content, curriculum, examination, and extracurricular activities are disseminated on the website and in brochures handed out to the students at the beginning of each semester. Moreover, all relevant news and information are accessible online on various channels, like UNESA's website or social media channels, as well.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Negeri Surabaya, Indonesia

Bachelor programme: Bachelor of Psychology

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4	Equality of opportunity		X			
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		