ASEAN University Network

AUN-QA PROGRAMME ASSESSMENT REPORT

AUN-QA Assessment No.: 150th AUN-QA Programme Assessment	Date of Assessment: 24 – 26 June 2019
Name of Programme Assessed: Bachelor of Special Education	
Name of University: Universitas Sebelas Maret	
Name of Faculty/School: Faculty of Teacher Training and Education	
Name of Management Representative/Designation: Dean - Prof. Dr. Joko Nurkamto, M.Pd	Email:
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Report Summary

This report is based on the information provided in the self-assessment report (SAR), evidences, site tour and interviews with selected stakeholders including academic and support staff, students, alumni and employers. It should be read together with the preliminary findings presented at the closing ceremony where the key strengths and areas for improvement were highlighted.

The AUN-QA assessment at programme level covers 11 criteria and each criterion is assessed based on a 7-point scale. The summary of the assessment results is as follows:

Criteria	Score
1. Expected Learning Outcomes	4
2. Programme Specification	4
3. Programme Structure and Content	5
4. Teaching and Learning Approach	5
5. Student Assessment	4
6. Academic Staff Quality	5
7. Support Staff Quality	4
8. Student Quality and Support	4
9. Facilities and Infrastructure	4
10. Quality Enhancement	4
11. Output	4
Overall Verdict:	**Adequate as Expected**

Based on the assessment results, the Bachelor of Special Education Programme fulfilled the AUN-QA requirements. Overall the quality assurance implemented for the programme is "Adequate as Expected".

Criteria		Strengths	Areas for Improvement
1. Expected Learning Outcomes	1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university [1,2]	• UNS Vision --"*To become a center for knowledge, technology, and art that is leading at international level based on noble values of national culture.*" • UNS has 3 missions. *1. Provide education and teaching that demand the self-development of the academic staff and encourage students' self-reliance in gaining knowledge, skill, and attitude.* *2. Conduct research that leads to new discoveries and inventions in science, technology, and arts.* *3. Perform community service activities dedicated to community empowerment.* • The programme has eleven Expected Learning Outcomes (ELOs) that are aligned with the mission and vision of UNS, along with graduate attributes *1. Demonstrate a sensitivity and social awareness in community life* *2. Demonstrate independence and or entrepreneurship* *3. Master the theory, principle, and the implementation of education science (pedagogy) in learning activity* *4. Master the theory, principle, and the implementation of special education for every disability* *5. Master, design, and implement the special education curriculum and learning* *6. Master, design, and implement a subject specific pedagogic course in special education* *7. Master the service for special program / compensatory for special education students* *8. Master the supporting knowledge of the special education* *9. Apply their competency to design, implement, and analyze a research in special education field* *10. Communicate effectively both written and oral through various media* *11. Apply or implement the lifelong learning spirit*	• The 11 ELOs to be mapped with the mission and vision of the programme (SE UNS). Currently, the programme's mission and vision are only available in the prospectus, and were not mapped accordingly. • ELOs 3 to 8 started with "master" which is not very clear and difficult to assess the attainment of the outcomes. The word indicates expert level of achievement rather than student level of achievement. Revise the verb used to be more specific, measurable and observable outcomes.

Criteria		Strengths	Areas for Improvement
1. Expected Learning Outcomes	1.2 The expected learning outcomes cover both subject specific and generic (i.e., transferable) learning outcomes [3]	• The ELOs involve both generic and specific statements. • Five generic learning outcomes *1 Social sensitivity and concern* *2 Independence and/or entrepreneurship* *3 Pedagogy concept* *10 Communication* *11 Lifelong learning* • Six subject specific outcomes *4 Special Education concept* *5 Curriculum and Learning Process for Special Education* *6 Subject-specific special education pedagogy* *7 Compensatory Service requirement* *8 Supporting knowledge for special Education* *9 Research in special education*	• See 1.1 • Based on Table 2.3.2 (SAR, p11-14), the generic ELO3 (Pedagogy concept) is the top ELO that is mapped to 47 out of 69 courses, while the 2nd most linked ELO is ELO 10 (Communications), which is linked to 22 courses. Meanwhile, the top linked subject specific ELO is ELO4 (Special Education concept), which is linked to 23 subjects. • The programme can be considered heavily generic based upon the number of subjects that are mapped with generic ELOs. The programme may reconsider the balance of the 11 outcomes to focus more on the special education expertise.
1. Expected Learning Outcomes	1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders [4]	• ELOs clearly reflect the university vision and mission. • Inputs from the Forum of the Head of Study Program, Indonesian Special Education Professionals Association (IAEPA), and the Alumni Association of Special Education are considered. • Based on the interview, internally, the formulation of programme expected learning outcomes also involves all academic staff.	• See 1.1 • It is recommended that the input and feedback concerning how the ELOs are agreed upon by the stakeholders (including the Indonesian Special Education Professionals Association (IAEPA), Alumni Assoc. for Special Education, academic staff and student representatives) to be clearly documented and merged.

Criteria		Strengths	Areas for Improvement
2. Programme Specification	2.1 The information in the programme specification is comprehensive and up-to-date [1, 2]	• The programme specification on the website and related documents include the degree requirements and accreditation status at national level. (BAN-PT – A level for 2015-20) • 146 credits programme. (based on information from https://plb.fkip.uns.ac.id/) *Personality Development 16 SKS* *Education Science/Pedagogy 12 SKS* *Special Education Study 38 SKS* *Curriculum and Learning Process for Special Education 10 SKS* *Subject Specific-Pedagogy 14 SKS* *Compensatory Skill/Special Program 20 SKS* *Supporting Knowledge for Special Education 20 SKS* *Research on Special Education 16 SKS*	• Consider providing important information such as the ELOs and list of courses in the study plan or programme specification. • Discrepancy of number of programme credits in several documents found during the site visit. Table 2.3.2 in SAR indicates 144 credits, while the faculty website indicates 146 credits. Prospect and current students should have comprehensive and up-to-date information regarding the programme specifications. • Multiple accesses of different documents are necessary to obtain the programme specification comprehensively. Combining necessary information to single-point access document for main stakeholders such as prospect students/current students and future employer are recommended.
2. Programme Specification	2.2 The information in the course specification is comprehensive and up-to-date [1, 2]	• Based on the review of documentations at the site, the course specification / course plan (RPS) includes course target and CLOs, course description, weekly activities, as well as mapping between ELOs, and teaching & learning methods. • Course specification or course plan (RPS) format are standardised for all programme across the university to be uploaded on the UNS Open Courseware system.	• RPS of each course inspected during the site visit is linked to several ELOs but has only one CLO. A few lesson learning outcomes (LLOs) are then broken down from the CLO. The specified CLO is served as the course objective which is broken down to several LLOs. Relationships between ELOs and CLO and LLOs in each course are not clear or comprehensive and the terminology used for CLOs, LLOs should be reviewed and clarified among academic staff and students and related stakeholders.

Criteria		Strengths	Areas for Improvement
2. Programme Specification	2.3 The programme and course specifications are communicated and made available to the stakeholders [1, 2]	• Programme specifications are available on faculty website and partially on several other documents. • Based on the interview, students have access to the RPS and the study contract given during the first class of the course. • Several communication channels (student program book, website and Open Courseware (https://ocw.uns.ac.id)) are used to disseminate the programme specifications.	• During site visit, the course specification or course plan (RPS) of SE UNS are not available to public on department website as intended, but available on OCW. • Since course specifications are meant to be available to public on many platforms, the revision tracking and update of the course specifications may be difficult to manage effectively. Content of RPS may be revised in minor details but may fail to be updated in the across the systems.
3. Programme Structure and Content	3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes [1]	• Based on the Table 2.3.2 (SAR, p11-14), all the 69 courses are mapped with the 11 ELOs, where ELO3 Master the pedagogy Concept is linked to 47 courses and ELO4 Master the special Education pedagogy is linked to 23 courses.	• Even though all courses in the new curriculum were mapped with ELOs in this 2018 curriculum, the constructive alignment from ELOs to CLO or LLOs should be reviewed systematically.

Criteria		Strengths	Areas for Improvement
3. Programme Structure and Content	3.2 The contribution made by each course to achieve the expected learning outcomes is clear [2]	• See 3.1 • Based on the RPS reviewed during the site visit, 3 to 4 ELOs are mapped to each course. • A CLO is formulated by the academic staff assigned to teach a course together. The CLO is then elaborated into several Lesson Learning Outcomes (LLOs).	• RPS of each course inspected during the site visit is linked to several ELOs but each RPS contains only one CLO. A few lesson learning outcomes (LLOs) are then broken down from the CLO. See example RPS in Appendix 2.2.6 (SAR, p88). Thus, the mapping and relationship between the ELOs and the LLOs are not clear and should be reviewed. Careful constructive alignment between ELOs, LLOs, delivery and assessment in the course plans are recommended in order to determine the overall attainment of all 11 ELOs. • It is suggested that the mapping of the courses with the 11 ELOs be reviewed as some of these courses are mapped to only one ELO, while others are mapped to three or four ELOs. • It is also recommended that more courses to be aligned with ELO2, ELO5 and ELO9 (currently, only 5 or 6 courses are aligned with these three ELOs)
3. Programme Structure and Content	3.3 The curriculum is logically structured, sequenced, integrated and up-to-date [3, 4, 5, 6]	• The curriculum covers three broad competences – general, basic, and special competences • The content covers pedagogies for various types of special education involving visual and hearing impairment, autism, gifted and talented, learning difficulties, emotional & behavioral challenges, and physical challenges. • International exposure is practiced as part of the internship course for selected students (currently - UKM, Malaysia)	• More elective courses to be offered to cater to different types of disabilities.

Criteria		Strengths	Areas for Improvement
		• Microteaching and internship courses are very important in developing the students' confidence in handling special needs children.	
4. Teaching and Learning Approach	4.1 The educational philosophy is well articulated and communicated to all stakeholders [1]	• UNS philosophy is disseminated to the internal and external stakeholders through the UNS website (http://www.uns.ac.id), academic handbook, banners and through new students' orientation. The philosophy is communicated to the newly hired academic staff through pedagogical training (PEKERTI-AA) • Students are able to understand and learn to handle a wide range of learning issues and problems among special needs children through field trip, case study and internship.	
4. Teaching and Learning Approach	4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes [2, 3, 4]	• Table 2.4.2.1 shows the mapping between ELOs and the learning strategy for each coursework. • Various types of T&L approaches are applied – direct instruction, field trip, case study, project, presentation, simulation, role play, etc.	• Constructive alignment between the teaching and learning approaches, ELOs and the assessment should be reviewed and updated as necessary. • The use of e-learning – online forum, online test, journal writing, Q&A, etc. – through the UNS Learning Management System (SPADA) is strongly encouraged. • Currently, there is a limited place for the students to do Internship outside Indonesia (only few students who went for Internship in Malaysia). Based on the interview with the students, they

Criteria		Strengths	Areas for Improvement
			recommended that this Internship opportunity to be extended to other countries in Asia or Europe
4. Teaching and Learning Approach	4.3 Teaching and learning activities enhance life-long learning [5]	• ELO11 – Apply or implement the lifelong learning spirit is one of the eleven ELOs of the programme. • Based on students interview and observation at the visit, T&L approaches such as, field observations, microteaching, and internships at special need schools help enhance life-long learning.	• Most of the subjects linked to the lifelong learning ELO are the first year generic subjects while lifelong learning ability may be needed especially when dealing with special needs pedagogy in the third and fourth year. • Although life-long learning is clearly present in the programme, the assessment instrument and method need to be developed and applied.
5. Student Assessment	5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes [1, 2]	• Various types of assessment (formative and summative) are practiced in this programme • Table 2.5.1 shows various types of assessment tools, i.e., Multiple choice, Written test, Oral test, Practical test, Essay, Laboratory output, Presentation, Project output mapped with 11 ELOs and some example of courses.	• The mapping in Table 2.5.1 can mislead the assessment since a course is normally mapped with several ELOs and LLOs (see Appendix 2.4.2 in SAR p94-99.), while the course in Table 2.5.1 is mapped with a single ELO and the assessment method mentioned in the sampled RPS would indicate the assessment methods be performance test, or midterm and final test. Review the assessment methods for constructive alignment is recommended. • Although general constructive alignment from ELO to assessment do exist, however, the use of multiple choice for the "master" ELOs may not be aligned.

Criteria		Strengths	Areas for Improvement
5. Student Assessment	5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students [4, 5]	• Rector Decree No. 582/UN27/HK/2016 regarding Implementation and Education Management at Undergraduate Level specified the weight distribution of midterm and final assessment method. • The RPS is used as a tool to communicate to students. Based on the interview with academic staff and students, the details of additional assessments (example: oral tests, assignments, participation) besides the midterm and final are given and explained on the first meet of the course. • Rubrics are used in the programme as part of the assessment for active learning (case study, field trip, discussion, microteaching / presentation)	• Midterm and Final weight distribution is quite rigid according to the Rector Decree, but the generic ELO such as verbal delivery skill / verbal communication skill cannot be assessed effectively in paper tests. Additional types of assessments or rubric are recommended. • RPS should indicate the weightage of the different assessments used in the course. • Necessary rubrics has not been developed for all subjective assessments. Based on the interview the rubric in the Appendices are recently developed and they are to be improved to include the appropriate descriptors.
5. Student Assessment	5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment [6, 7]	• Several assessment rubrics and marking schemes are practiced (examples: scoring rubrics for case study, microteaching, thesis, proposal, presentation and discussion).	• See 5.2. • Marking scheme should be prepared for each course to ensure the alignment of the chosen assessment tool with the ELOs. • The developed rubrics should be evaluated for validity and reliability to improve the assessment of the learning outcomes.

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5. Student Assessment	5.4 Feedback of student assessment is timely and helps to improve learning [3]	• Semester study result (KHS), available in print and on SIAKAD, serves as a feedback to student and as a basis for the following semester. • Midterm results are announced via SIAKAD and student with score below 60% may request remedial exams (maximum two times). • Some of the T&L methods such as role play require instant feedback. If role play T&L approach is used, the feedback is immediately after or during the role play. • Based on student interview, as for other types of assessment, feedbacks were given in the next meeting.	• Evidences or records of instant feedback may not be available for student in case of role play assessment. Attainment of related ELOs may not be conclusive or assessable from all relevant courses.
5. Student Assessment	5.5 Students have ready access to appeal procedure [8]	• Appeal procedure is regulated in the Rector Decree 582/UN27/HK/2016, where student with score below 60% may request remedial exams (maximum two times).	• With this remedial exam regulation in the Rector Decree, this may influence the way the students performed and are assessed. Student may not put extra efforts to achieve the skills in the first test and academic staff may not want to give second or third tests. This may result in lowering the overall achievement of the students and attainment level of LO may not be at the "master" level as expected by the programme.

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfil the needs for education, research and service [1]	- Two types of academic staff (Civil servant and non-civil servant or PNS and non PNS). SE UNS has 15 - For PNS, retirement is at 65 (70 for full time Professor). For non-PNS contract is reviewed every 5 years. - Similar work load assignment among the two types of staff. - Department/Programme submit the requirement to the Vice Dean – Finance and HR. HR planning is performed at faculty level according to University HR regulations.	In order to be a well-recognized programme at the regional and international level, more academic staff with PhD degrees are recommended.
6. Academic Staff Quality	6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service [2]	- FTE calculation is based on the three main task (teaching, research, and community service), regulated by Rector Decree No 493/UN27/KP/2011 - Staff to student ratio is from 1:17 to 1:19 - Strong academic staff team (3 professors + 3 associate professors with 40% Ph.D. - Senior staff are leading / chairing committee of Special Education association in national level	

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated [4, 5, 6, 7]	• Recruitment mechanism and promotion are governed by the University's HR and national regulations and announced by HR at university level. • 2 new full time staff (1 Ph. D) recruiting to fulfill specialisation needs of the programme. • Staff are working in team of specialisation of various disabilities. Succession and workload distribution is carried out in team-teaching approach • Employee Performance Target (SKP) system is used to monitor staff performance and workload.	
6. Academic Staff Quality	6.4 Competences of academic staff are identified and evaluated [3]	• The Rector Decree No 493/UN27/KP/2011 regulate about the monitoring and evaluation of academic staff in education, research and services for each semester. The academic staff competence is assessed based on the fulfillment of the three main activities and reported in the Employee Performance Target (SKP).	• Competences to monitor and evaluate their own teaching performance and evaluate courses in terms of learning outcomes are recommended.

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfil them [8]	• Mandatory training PEKERTI-AA is required for all new academic staff. Some eligible staff have taken and granted national SERDOS or teacher training certificate. 75% of academic staff already have the teaching certificates. • Self-development training including further education in Ph.D are available.	• Further training/communications for better understanding of OBE and in designing assessment tools and assessing the attainment of ELOs. • Training academic staff to use the new Learning Management Systems (LMS) to provide learning materials and platform for out-of-classroom self-study of students with / without special needs. • Training on the use of ICT and other e-learning platforms besides the LMS for T&L are also suggested.
6. Academic Staff Quality	6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service [9]	• Competences of academic staff is identified and evaluated using Job Assessment List (DP3), which covers the behavior, service orientation, integrity, commitment, discipline, and cooperation, and evaluation is done in the SKP system. • The remuneration assessment for standard performance is based on the teaching and research performance, and community service. The regulation and assessment are performed at the university level based on UNS regulations.	• Main focus of performance assessment is quite detail on the teaching performance. Balancing the weight of performance assessment to research and community service can further boost the research and service outcomes of the SE programme.

Criteria		Strengths	Areas for Improvement
6. Academic Staff Quality	6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement [10]	• A commendable research activities in which 151 publications have been produced since 2014. • Increasing trend of publications from 0.5 to 4 papers/staff from 2014 to 2017 with a drop to 2 papers/staff in 2018 • The papers were published in local and international journals & conference proceedings.	• Maintain the number of publications or research outputs from multi-party research with partner schools, local government, alumni, student research, internships and field observations. • Encourage multi-disciplinary research groups to secure research grants for innovative technology for kids with special needs. (Increase research outputs such as assistive technology tools)
7. Support Staff Quality	7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service [1]	• Most of the administrative works of the programme are done by support staff at the faculty and university level • Sufficient support staff at both university and faculty level taking care of centralised supporting facilities and services. • The support staff in the faculty are from various educational background, i.e., high school, bachelor and master degrees. • Planning for support staff is regulated in the Decree of Rector No. 379/UN27/KP/2012. • PNS : Non-PNS is 86:50 staff at faculty level.	• Due to centralised services that are provided by various functions of support staff, work flow and integration/coordination among job functions between department, faculty and university level are suggested to fill the possible student service gaps.

Criteria		Strengths	Areas for Improvement
7. Support Staff Quality	7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated [2]	- Recruitment mechanism is governed and directed by the University's HR including promotions, redeployments and retirements. - The Dean initiates staff recruitment and propose to the Rector.	
7. Support Staff Quality	7.3 Competences of support staff are identified and evaluated [3]	- Comprehensive remuneration system organised by the university. - Competences of support staff are identified and evaluated based on the specific job description which also includes the minimum education and field of expertise needed.	Competency Identification / Review / Evaluation is suggested to enhance services to students, especially for some students with special needs or disabilities in the SE Programme.

Criteria		Strengths	Areas for Improvement
7. Support Staff Quality	7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfil them [4]	• Mandatory training of new PNS support staff are provided by the Ministry. The non-PNS support staff trainings are carried out by UNS based on their job function. • Based on the support staff interview, job rotation among staff is practice at the faculty level. • Further education for support staff is supported on competitive basis.	• Work flow and integration/coordination among job functions between department, faculty and university level. A work flow analysis for gaps in student services is suggested. • It is also recommended that continuous training in English language skills to be provided for the support staff
7. Support Staff Quality	7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service [5]	• The monitoring and evaluation of support staff are mainly reviewed based on attendance reports as regulated in Government Regulation. • The remuneration assessment and support staff performance is done using university regulations.	• Other categories of performance evaluations are suggested apart from the attendance evaluation.

Criteria		Strengths	Areas for Improvement
8.Student Quality and Support	8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to-date [1]	• Admission is done at the university level. Student intake policy and admission criteria are well defined by SNMPTN, SBMPTN and SM-UNS. • 1 or 2 students with disability in every cohort. (Inclusive class) • Acceptance rate based on admission scheme is ranging from 1:10 to 1:35	
8.Student Quality and Support	8.2 The methods and criteria for the selection of students are determined and evaluated [2]	• See 8.1	• Review of selection criteria based on the three scheme should be evaluated and customised for the SE programme students and criteria of selecting students with disabilities for inclusive class.

Criteria		Strengths	Areas for Improvement
8.Student Quality and Support	8.3 There is an adequate monitoring system for student progress, academic performance, and workload [3]	• SIAKAD help staff monitor students' achievements along with academic advisory system (1 advisor per 4 students per cohort) and facilitate students in managing academic activities. • SIAKAD helps facilitate the students in course registration and preparing semester study plan (KRS), and academic counseling.	• SIAKAD may not be able to help monitor number of student with score below 60 and have retaken the exam. The current average class GPA (Table 2.8.3.2, p37) does not truly reflect or show the student performance or progress. • Database and information derived from SIAKAD can be further breakdown for better use in detecting poor academic performance students and for academic staff to manage the class. • Based on interview with SAR team, the number of student enrollment in a class are not readily available from SIAKAD.
8.Student Quality and Support	8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability [4]	• Academic advisor (1 advisor per 4 students per cohort) is assigned to new students and remain academic advisor throughout their study. • Academic advisor helps validate the semester study plan (KRS) • Various co-curricular activities, teaching assistantship, field trips, competitions are available, including the oversea internship in Malaysia. • Some students from this programme have won local and international competitions. • Students are also given the opportunity to apply for teaching assistant	

Criteria		Strengths	Areas for Improvement
8.Student Quality and Support	8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being [5]	• UNS provides the infrastructure to support student activity such as student center, medical center, sport stadium, worship places, and central library. • WIFI is provide with SSO student account that can be used throughout UNS locations.	• Needs for elevators or ramp access for students with mobility problem to access classroom. Signage or instructional media for students with hearing disabilities are also suggested in the Building E FKIP.
9. Facilities and Infrastructure	9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research [1]	• SE Programme teaching and learning facilities is located in Building E. • One of the ground floor room is customised for student with wheelchairs or mobility problems.	• Ramp access and lift is needed for students with wheelchair and signage for blind or deaf students in Building E to create inclusive classroom. Currently, students with disability rely heavily upon student companions/friends. • Interviewed student expressed needs for more rooms to be used for micro-teaching.

Criteria		Strengths	Areas for Improvement
9. Facilities and Infrastructure	9.2 The library and its resources are adequate and updated to support education and research [3, 4]	• Central Library for UNS students located approximately 300 meters from the Faculty. • Multicultural facilities in university ground. • The textbooks and reference materials are available both in Indonesian and English languages.	• Updating textbooks in the library for the SE programme.
9. Facilities and Infrastructure	9.3 The laboratories and equipment are adequate and updated to support education and research [1, 2]	• Laboratories for SE programme can be adapted from micro-teaching and classroom. • Sufficient space is provided to support necessary education. • Student research is normally done at partner schools and off site from UNS.	• Revamp and Increase usage of micro-teaching / role-play classroom/labs. • Management of partner schools for student research and internships are encouraged. • Research facilities that use tools and new technology are not present during the visit.

Criteria		Strengths	Areas for Improvement
9. Facilities and Infrastructure	9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research [1, 5, 6]	• Centralised IT facilities for students such as SSO WIFI access, and centralised system for academic staff such as SIAKAD, academic performance management system, open courseware OCW, SPADA LMS, remuneration performance management system, and financial management system.	• Improve the data analysis function in SIAKAD for academic advisor in monitoring student performance and for student to see study flow and their overall achievements / progress. • Encourage further usage of Learning Management Systems, LMS (SPADA), among academic staff and students. Currently, in this programme, SPADA is merely used for uploading / downloading teaching materials.
9. Facilities and Infrastructure	9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented [7]	• Faculty provides facilities and access for special needs. These include special track for wheelchairs, ramps, special parking and toilets. • Security-related facilities are available, such as portable fire extinguisher, evacuation route, and assembly point in Building E and F. • Multicultural facilities in university ground are also available for students from various religions and faith.	• Upgrade the facility for handicapped students and better use for studying/practicing, i.e., micro-teaching rooms.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.1 Stakeholders' needs and feedback serve as input to curriculum design and development [1]	• Curriculum is under reviewed by team of academic staff and feedback from Indonesian Association of Special Education (APPKhI) and Alumni association of Special Education Programme.	• Feedback from other stakeholders, such as, local government, private employers and alumni should be further obtained and analysed and update the programme with recent needs and changes in special education, i.e., inclusive policy and assistive technologies.
10. Quality Enhancement	10.2 The curriculum design and development process is established and subjected to evaluation and enhancement [2]	• Procedure for curriculum design and development are established and implemented.	• The curriculum design and development procedure should be evaluated for enhancement. • Reorganise and communicate the translation / conversion between ELOs, CLOs and LLOs to enhance overall achievement of outcomes.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment [3]	• RPS, SIAKAD and minute of lecture (BAP) are used as basis for student assessment of T&L processes. • Internal evaluation of the syllabus and RPS is done at the beginning of semester.	• Analyse the T&L result and review the content of RPS, T&L process and assessment tools used in the recent curriculum revision to ensure constructive alignment.
10. Quality Enhancement	10.4 Research output is used to enhance teaching and learning [4]	• Based on interview with academic staff, there are 3 research groups in SE developing knowledge and policy in special education, strategy for special education, and special education management. • Research outputs such as text books / reports or assistive products are then used to teach and enhance the T&L.	• Research outputs can be applied to field observations and student internships to enhance T&L and validate the research outcome. • As there are several research grants awarded to the academic staff, more research output is recommended to cater to T&L for all types of disabilities.

Criteria		Strengths	Areas for Improvement
10. Quality Enhancement	10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement [5]	• Annual or periodic survey of support services are implemented by service provider at university/faculty level.	• Quality of support services and facilities can be further evaluated to enhance the achievement of the programme.
10. Quality Enhancement	10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement [6]	• Channel to give feedback of provided support services is available.	• Stakeholders feedback mechanism should be systematic, especially feedback from external stakeholders such as alumni and employers in various sectors. • The programme should document the changes and/or improvement made to the curriculum and content (based on the stakeholders' feedback)

Criteria		Strengths	Areas for Improvement
11. Output	11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement [1]	• The pass rate and drop-out rates are monitored via data from SIAKAD. • Official dropout rate is low (less than 1%) due to the remedial exam policy for students who score below 60.	• Dropout rate is difficult to detect using the current information system (SIAKAD). • The actual student academic performance was not officially monitored and should be in order to evaluate the effectiveness of T&L approaches used and constructive alignment. Also, with this less than 1% dropout rate data after remedial exam, it may be appropriate to monitor and benchmark the data before and after the remedial exam.
11. Output	11.2 The average time to graduate is established, monitored and benchmarked for improvement [1]	• Average time to graduate is also monitored using centralised data from SIAKAD. • Percentage of students graduated within 4 years ranged from 6% to 19% between 2013/14 to 2017/18. • Benchmarking of average time to graduates is done within the faculty.	• Despite very low number of dropouts, the percentage of students who graduated within 4 years is less than 20%. It is strongly recommend to find out the main cause of late graduation to improve the average time to graduate.
11. Output	11.3 Employability of graduates is established, monitored and benchmarked for improvement [1]	• Graduates are knowledgeable with abilities to teach all major types of special needs students. • 13 out of 18 alumni interviewed get the job before graduation. • 2018 Tracer study show 68% are employed within 3 months. • Based on interview with students and alums, majority of interviewees were employed under 3 months.	• Benchmarking achievements with similar programme oversea. • Monitor employment of graduates in other aspects beside the time needed to be employed and skills needed for employment to check demands in Special Education.

Criteria		Strengths	Areas for Improvement
11. Output	11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement [2]	• The concentration of student research in SE is on the education for mentally handicapped, slow learner, and learning disabilities, while research on autism and inclusion are extremely few. (See Table 2.11.4.2, p.49)	• Student research topics can be evenly distributed among disability areas or distributed according to the current needs and trends in special education and balancing the workloads of senior project advisors in various specialisations.
11. Output	11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement [3]	• 11 out of 15 employers ranked Special Education Programme UNS graduates as No.1 choice. • High level of satisfaction feedback from employers and alumni that were interviewed.	• Monitoring and benchmarking new graduates after adopting OBE in the 2018 curriculum for curriculum improvement.