



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

**EDUCATIONAL MANAGEMENT (MAS-
TER OF EDUCATION)**

**EDUCATIONAL MANAGEMENT (DOC-
TOR)**

**ENVIRONMENTAL EDUCATION (MAS-
TER OF EDUCATION)**

**POPULATION AND ENVIRONMENTAL
EDUCATION (DOCTOR)**

**ENVIRONMENTAL MANAGEMENT (MAS-
TER OF ENVIRONMENT)**

MANAGEMENT (DOCTOR)

Universitas Negeri Jakarta

February 2022



HEI	Universitas Negeri Jakarta
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Programme	Educational Management
Degree	Master of Education
Extent	44 Semester Credit Unit (SKS) /
Length of studies	4 semesters
Language	Indonesian

Programme	Educational Management
Degree	Doctor
Extent	47 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian

Programme	Environmental Education
Degree	Master of Education
Extent	44 Semester Credit Unit (SKS)
Length of studies	4 semesters
Language	Indonesian

Programme	Population and Environmental Education
Degree	Doctor
Extent	47 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian

Programme	Environmental Management
Degree	Master of Education
Extent	44 Semester Credit Unit (SKS)
Length of studies	4 semesters
Language	Indonesian

Programme	Management
Degree	Doctor
Extent	47 Semester Credit Unit (SKS)
Length of studies	6 semesters
Language	Indonesian

Concept accreditation	<input type="checkbox"/>
First-time international accreditation	<input checked="" type="checkbox"/>
No. reaccreditation	
Responsible agency	AQAS e.V.
Responsible consultant(s)	Patrick Heinzer

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DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMME(S)

- “EDUCATIONAL MANAGEMENT” (MASTER OF EDUCATION)
- “EDUCATIONAL MANAGEMENT” (DOCTOR)
- “ENVIRONMENTAL EDUCATION” (MASTER OF EDUCATION)
- “POPULATION AND ENVIRONMENTAL EDUCATION” (DOCTOR)
- “ENVIRONMENTAL MANAGEMENT” (MASTER OF ENVIRONMENT)
- “MANAGEMENT” (DOCTOR)

OFFERED BY

UNIVERSITAS NEGERI JAKARTA (INDONESIA)

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 12th meeting on 21st February 2022, the AQAS Standing Commission decides:

I. Decision for the study programmes “Environmental Education” (Master of Education), “Environmental Management” (Master of Environment), and the doctoral programme “Management” (Doctor)

1. The study programmes “**Environmental Education**” (Master of Education), “**Environmental Management**” (Master of Environment), and the doctoral programme “**Management**” (Doctor) offered by **Universitas Negeri Jakarta (Indonesia)** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **28th February 2023**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **30th September 2028**.

Conditions and recommendations for the three programmes mentioned above:

Conditions:

1. The course descriptions must be revised for all programmes. Special attention must be paid to the following points:
 - a. A clarification of the intended learning outcomes on the course level with a clear reference to the intended learning outcomes on the programme level must be given.

- b. A systematic update on literature must be carried out.
 - c. A clear description of the assessment and teaching methods is required to raise the liability within the courses.
2. Responsibilities and the sequence of the quality assurance procedures on the study programme level must be clarified to the relevant stakeholders (e.g., teaching staff) in order to increase acceptance and ownership of the QA cycle for all programmes.
 3. Evidence for all programmes must be given how students and graduates can transfer knowledge outside the university's context.
 4. A system has to be implemented to assure progress in the development of English competencies of staff to expand research opportunities with countries outside Southeast Asia and connect better with international research.

Additional conditions for the study programme “Environmental Education” (Master of Education)

5. It must be demonstrated how all intended learning outcomes on the programme level of the Master's programme “Environmental Education” are translated and fully integrated into the curriculum.
6. The Master's programme “Environmental Education” has to include specific admission criteria to cover the environmental aspect of the discipline adequately.

Additional condition for the study programme “Environmental Management” (Master of Environment)

7. The intended learning outcomes on the programme level must be revised for the Master's programme “Environmental Management” focusing on a clear differentiation between management programmes and environmental management programmes. The revision must consider the relevant level according to the EQF/IQF.

The following **recommendations** are given for further improvement of the programmes:

Recommendations for all three programmes mentioned above:

1. The documentation of workload and its distribution throughout the semesters should be clarified for all programmes.
2. To foster autonomous learning, more student-centred learning approaches should be implemented in the teaching methods of all programmes.
3. Access to discipline-specific and up-to-date literature (books and electric journals) should be strengthened for all programmes.
4. The departments should establish a clearer strategy for publications.
5. Internationalisation efforts should be strengthened to attract international students from Western countries as well as from other Asian countries, including student exchange and participation opportunities at (national and international) conferences for advanced students.
6. The public information on the programmes should include information on the selection procedures and the teaching and learning methods.

Additional recommendation for the study programme “Environmental Education” (Master of Education):

7. Introductory courses on relevant topics, such as indigenous land rights, might be helpful to comply with the programme’s intended learning outcomes for the Master’s programme “Environmental Education”.
8. It is recommended to implement a subject-specific course within the first semesters of the “Environmental Management” curriculum.
9. To make room for more relevant courses in the courses, the department should consider make specialised courses, such as environmental psychology, elective courses.

Additional recommendation for the doctoral programme “Environmental Management” (Doctor):

10. Further opportunities for doctoral students in the “Environmental Management” programme to transfer knowledge to situations outside of the university context should be given.

II. Decision for the study programme “Educational Management” (Master of Education) and the doctoral programmes “Educational Management” (Doctor) and “Population and Environmental Education” (Doctor)

1. The accreditation decisions for the Master’s programme “**Educational Management**” (Master of Education) and the doctoral programmes “**Educational Management**” (Doctor), and “**Population and Environmental Education**” (Doctor) offered by **Universitas Negeri Jakarta (Indonesia)** are postponed.

The study programme/doctoral programmes do not yet fulfil all Standards for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. However, the shortcomings can be remedied within 18 months.

2. The **postponement period** lasts for a maximum of 18 months and ends on **31st August 2023**. The university has the opportunity to revise the study programme/doctoral programmes during this period. The revised documentation will be reviewed by the expert panel. If considered necessary by the expert panel, a second site visit has to be organised. The Standing Commission then takes a final decision based on the expert panel’s updated report.
3. The Standing Commission points out that the university must request to continue the accreditation procedure in written form within the given period. The revised documentation must be submitted in writing no later than **31st August 2023**. If the university does not request the continuation of the accreditation procedure or does not hand in the revised documentation within the given period, AQAS will automatically reopen the procedure and deny the accreditation.

Findings for the three programmes mentioned above:

1. The course descriptions must be revised for all programmes. Special attention must be paid to the following points:

- a. A clarification on the intended learning outcomes on the course level with a clear reference to the intended learning outcomes on the programme level must be given.
 - b. A systematic update on literature must be carried out.
 - c. A clear description of the assessment and teaching methods is required to raise the liability within the courses.
2. The documentation of workload and its distribution throughout the semesters should be clarified for all programmes.
 3. To foster autonomous learning, more student-centred learning approaches should be implemented in the teaching methods of all programmes.
 4. Access to discipline-specific and up-to-date literature (books and electric journals) should be strengthened for all programmes.
 5. The departments should establish a clearer strategy for publications.
 6. Internationalisation efforts should be strengthened to attract international students from Western countries as well as from other Asian countries, including student exchange and participation opportunities at (national and international) conferences for advanced students.
 7. The public information on the programmes should include information on the selection procedures and the teaching and learning methods.

Additional findings for the study and the doctoral programme “Educational Management” (Doctor):

8. The intended learning outcomes on the programme level must be revised for the Master’s and the doctoral programme “Educational Management”. They must be subject-specific and according to the respective level of the Indonesian qualifications framework (IQF)/European qualifications framework (EQF).
9. It must be demonstrated how the specific composition of courses for the Master’s and the doctoral programme “Educational Management” enables students to achieve the intended learning outcomes on the programme level.
10. A common set of courses specifically focussing on educational management must be defined to foster the programmes’ foundation of the Master’s and the PhD programme “Educational Management”.
11. Further opportunities for PhD students in the “Educational Management” programme to transfer knowledge to situations outside of the university context should be given.

Additional findings for the doctoral programme “Population and Environmental Education” (Doctor):

12. The documentation of the intended learning outcomes on the programme level for the PhD programme “Population and Environmental Education” must be drafted according to the respective level of the EQF/IQF.
13. The composition of the curriculum of the PhD programme “Population and Environmental Education” must clarify how the two aspects of the programme (“Population” and “Environmental Education”) are translated into the curriculum.
14. The PhD programme “Population and Environmental Education” has to include specific admission criteria to cover the environmental aspect of the discipline adequately.

15. It is recommended to implement a subject-specific course within the first semesters of the “Environmental Management” curriculum.
16. To make room for more relevant courses in the courses, the department for the Master’s programme “Environmental Management” should consider make specialised courses, such as environmental psychology, elective courses.

With regard to the reasons for this decision the Standing Commission refers to the attached assessment report.

EXPERTS' REPORT**ON THE MASTER/DOCTORAL DEGREE PROGRAMMES**

- “EDUCATIONAL MANAGEMENT” (MASTER OF EDUCATION)
- “EDUCATIONAL MANAGEMENT” (DOCTOR)
- “ENVIRONMENTAL EDUCATION” (MASTER OF EDUCATION)
- “POPULATION AND ENVIRONMENTAL EDUCATION” (DOCTOR)
- “ENVIRONMENTAL MANAGEMENT” (MASTER OF ENVIRONMENT)
- “MANAGEMENT” (DOCTOR)

OFFERED BY UNIVERSITAS NEGERI JAKARTA (INDONESIA)

Visit to the university: 13 – 17 December 2021

Panel of Experts:

Prof. Oliver Frör	University Koblenz (Germany), Faculty of Natural and Environmental Sciences, Institute for Environmental Sciences, Chair of Environmental Economics
Prof. Dr. Ikhfan Haris	State University of Gorontalo (Indonesia), Faculty of Education Science, Department of Environmental Education
Prof. Dr. Pierre Tulowitzki	University of Applied Sciences and Arts North-western Switzerland (Switzerland), Chair of Educational Management and School Improvement
Dr. Kelsie Prabawa-Sear	Eco Change Consulting, Perth, Western Australia (representative from the labour market)
Jacob Spanke	Student of Siegen University (student expert)

Coordinators:

Patrick Heinzer & Ayda Alizadeh	AQAS, Cologne, Germany
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I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution.

II. Accreditation procedure

This report results from the external review of the Master’s programmes in “Educational Management” (Master), “Environmental Education”, and Environmental Management” and the doctoral programmes “Educational Management”, “Population and Environmental Education”, and “Management” (PhD) offered by Universitas Negeri Jakarta (Indonesia).

A) Criteria

The programme is assessed against criteria for accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review, each criterion features a set of indicators that can demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled, this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators can be applied to a programme.

B) Approach and methodology

The initialisation

The University mandated AQAS to perform the accreditation procedure in December 2020.

The University produced a Self-Evaluation Report (SER). In April 2021, the institution handed in a draft of the SER together with the relevant documentation of the programmes and an appendix as well as, in case of a reaccreditation, statistical data on the programmes.

The appendix included, e.g.:

- Overview of the student body (e.g. the number of applications, beginners, students, graduates, student dropouts).
- Information on student services
- Core information on the main library
- academic regulations

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in in May 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 22nd February 2021.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for selecting experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in October 2021 the before mentioned expert panel. AQAS informed the University about the expert panel members, and the University did not raise any concerns against the composition of the panel.

The preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement, including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and the panel members to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After reviewing the Self Evaluation Report, a site visit to the University took place from 13 – 17 December 2021. On-site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, and students and graduates, in separate discussions and consulted additional documentation and student work. The visit concluded by presenting the preliminary findings of the group of experts to the University's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to the University for comments.

The decision

Together with the department's comments, the report forms the basis for the AQAS Standing Commission to decide on the accreditation of the programmes. Based on these two documents, on 21st February 2022, the Standing Commission decided on the accreditation. AQAS forwarded the decision to the university. The University had the right to appeal against the decision or any imposed conditions.

In March 2022, AQAS published the report and the result of the accreditation and the names of the panel of experts.

III. General Information on the University

Jakarta State University (*Universitas Negeri Jakarta*; UNJ) is a public state university founded in 1963 and located in Jakarta. The self-evaluation report states that since the beginning of the higher education institution, the faculty of teaching training and education was one of the founding elements of the HEI. To become a reputable HEI in the Asian region, UNJ has designed its mission statement focusing on education, research, and community service. On a national level, UNJ has received a so-called superior accreditation from the

national accreditation board for higher education (BAN-PT), which is valid until 2026. UNJ's organizational structure comprises a rector and four vice-rectors (academic affairs, student and alumni affairs, cooperation and planning, and finance and personnel). Currently, UNJ consists of eight faculties and one postgraduate programme institution (education, languages and arts, mathematics and natural sciences, social sciences, engineering, sports sciences, economics, psychological education, and the faculty of postgraduate programmes). In 2021, UNJ offered a total of 104 study programmes at Bachelor (S1), Master (S2), and PhD level (S3), which has a total of 23,540 students. All programmes which are subject to this procedure are allocated to the Faculty for Postgraduate programmes. Percentwise, the student body of the postgraduate programmes, represent 6.0% (1,420 students).

IV. Assessment of the study programme(s)

1. Quality of the Curriculum / Aims and structure of the doctoral programme

Master Degree	Doctoral Degree
<p><i>The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes. The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.</i></p> <p><i>The curriculum's design is readily available and transparently formulated.</i></p> <p><i>[ESG 1.2]</i></p>	<p><i>The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports the achievement of the intended learning outcomes. The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.</i></p> <p><i>The curriculum's design is readily available and transparently formulated.</i></p>

According to the SER, all Master's programmes at UNJ are designed in accordance with level 8 of the national qualifications framework (KKNI) and all PhD programmes in accordance with level 9 of the KKNI.

1.1 Educational Management (Master of Education)

The Master's programme "Educational Management" is a four-semester programme and consists of at least 44 Credit Semester Hours (CSH), equivalent to approximately 74,8 ECTS points. Courses are divided into compulsory courses (33 CSH), elective courses (3 CSH), matriculation course (3 CSH, only to be taken by students whose educational background differs from programme requirements, must be taken before the start of the first semester) as well as the thesis (8 CSH). While compulsory courses are mandatory for all students of the programme and described as major courses in the SER, elective courses are described as minor courses, with students choosing between three elective courses, at least one of which must be taken. Compulsory courses are to be taken during the first and second semesters and elective courses during the third semester. The matriculation course called "The Foundations of Science Education" is intended to cover basic knowledge to bridge the potential gap for students whose prior educational background does not fulfil the programme's requirements yet and enables said students to participate in the programme.

As outlined in the course structure depicted in the SER, compulsory courses cover essential academic expertise and methodology such as "Research Methodology" and "Academic Writing" as well as more subject-



specific courses related to the field of educational management such as "Educational Planning", "Leadership", "Quality Management in Education" and "Education Financing".

Elective courses offer a more specialised course selection, with students being able to choose between "The Management of National Education", "Project Management" as well as "School Management". The fourth semester is carved out for the Master's thesis.

The SER identifies seven intended learning outcomes (ILOs) for the programme, which are both interdisciplinary and multidisciplinary with a focus on having an advanced understanding of modern management, leadership, pedagogical issues and challenges of the educational sector upon completion of the studies. Research as a means to apply education management problem solving and apply sustainable professionalism in education management are further ILOs highlighted in the SER.

The graduate profile presented by the HEI is that of leadership positions in various education sectors (e.g. public/government institutions, schools and NGOs) as well as entrepreneurship with regards to, e.g. starting new businesses in education through the opening of a private school or education consulting firm. Prospective jobs as education planners are also mentioned as possible graduate jobs.

Experts' Evaluation

Comparing the documentation of the programme with the level of discussion about the content of the Master's programme, it must be stated that the documentation about the programme is currently not sufficient. The intended learning outcomes on the programme level do not reflect the qualification goals adequately. They are somewhat vague and not subject-specific. Consequently, the experts cannot assess the appropriateness of the programme at this same stage. However, the panel of experts believe that, when carefully administered, the programme management will be able to clarify to a sufficient degree the core components and the contributory character of each component. Therefore, the graduation profile of the Master's programme must be translated into intended learning outcomes (ILO) on the programme level. The ILOs must be subject-specific and according to the respective level of the Indonesian qualifications framework (IQF)/ European qualifications framework (EQF) (**Finding 1**).

It became evident that the curriculum has not been subject to the development process on an international scale. It might be the case that the curriculum is in line with national requirements (and is on paper in line with the national qualifications framework), but the comparability with similar programmes in different contexts across the globe could not be testified during the site visit and at this stage of the procedure. It must be demonstrated how the curriculum copes with the discipline's constant development and change. Consequently, it must be demonstrated how the specific composition of courses enables students to achieve the intended learning outcomes on the programme level (**Finding 2**). One way to achieve this demonstration is by providing a matrix. This will also help the programme management assess which components are relevant and which might be redundant.

The experts have been provided with a structure of the curriculum where externals and students can get an easy overview of the current status of the curriculum. To a certain degree, the curriculum elements support the learner's progression and differentiate between compulsory and elective courses. The curriculum, as such, seems to put more emphasis on general competencies, which are possibly helpful for a career in academia due to the prevalence of the compulsory courses. The compulsory courses cover research methods, science philosophy and academic writing. However, they are not of direct relevance to the discipline-specific graduation profile. By contrast, little time is spent on more directly linked to educational management matters. Elective courses instead do the latter. When recomposing the intended learning outcomes on the programme level, the programme management has to define a common set of courses specifically for educational management to foster the programme's foundation (**Finding 3**).

Based on the evidence given during the site visit and in the self-evaluation report, the experts conclude that the documentation of courses is insufficient at this stage of the procedure. The course descriptions must be revised for the programme (**Finding 4**). The intended learning outcomes on the course level are similar and not specific to the courses in many instances. They must be clarified and course-specific (**Finding 4a**). Unfortunately, the literature listed in the courses indicates that the literature is outdated. This might be a simple documentation issue, but if this reflects the reality, the courses might be in danger due to the low level of correspondence to current academics and the title of the courses (**Finding 4b**). During the site visit, the experts found out that, in some instances, other literature than indicated is used in the courses. This might be an indicator that the reality will be different. Furthermore, a clear description of the assessment and teaching methods is required to raise the liability within the courses (**Finding 4c**).

Conclusion

The criterion is not fulfilled.

1.2 Educational Management (Doctor)

The PhD programme “Educational Management” is a six-semester programme and consists of at least 57 Credit Semester Hours (equivalent to approximately 96,9 ECTS points). The SER categorises compulsory courses (33 CSH), elective courses (9 CSH), the matriculation course (only applicable to students whose prior educational background does not meet the requirements of the programme, 3 CSH) and the dissertation itself (15 CHS).

Compulsory courses are obligatory for all students and are generally taken during the first and second semesters, while the elective courses are taken during the third semester. The dissertation starts with the fourth semester. If a student has to take the matriculation course, this will be done before the first semester. UNJ states that students typically spend the first three semesters with coursework and the last three semesters on their doctoral thesis (research and writing), though it is possible to start research as early as their first year of study. Furthermore, the thesis research must be published in an appropriate journal indexed by Scopus.

As stated in the SER, compulsory courses offer a variety of knowledge and skill-based courses that cover advanced seminars on the philosophy of science, research methodology, academic writing and statistics, as well as courses on different management issues such as “Quality Control Management in Education”, “Leadership and Organisational Behaviour in Education” or “Policy and Strategic Planning in Education”.

The SER identifies five ILOs with interdisciplinary, multidisciplinary, and transdisciplinary approaches for the PhD programme. There is a focus on resolving educational management issues using scientific methods based on educational values, norms, and ethics and on developing new educational management theory using the ethic of science and technology to lead innovation in education management throughout Asia and internationally. According to the SER, the programme aims explicitly at evidence-based theories, action research, and collaborative discourse to enable students to create new and effective practice models across a wide range of educational and business environments.

The graduate profile in the SER identifies possible careers in public and private educational institutions, government agencies, positions as senior education administrators, school principals, education policy consultants, and positions in policy development and management, as lecturers or researchers at universities and research centres.

Experts' Evaluation

Like the Master's programme "Educational management", the PhD programme uses a graduation profile as the baseline on which the curriculum has been built. Based on the evidence given during the site visit, the experts conclude that the qualifications goals of the programme are currently not presented as intended learning outcomes on the programme level. The intended learning outcomes are presented in the documentation superficially, not subject-specific and vague. Consequently, it was hard for the experts to assess the appropriateness of the intended learning outcomes at this stage of the procedure. Thus, the graduation profile for the programme has to be translated into subject-specific intended learning outcomes on the programme level. The ILOs must be subject-specific and according to the respective level of the Indonesian qualifications framework (IQF)/ European qualifications framework (EQF) (**see Finding 1**). With this, a connection to how the intended learning outcomes on the programme level are translated into the curriculum must be given (**see Finding 2**).

The panel of experts discussed, in many instances, the further development of the curriculum and the process behind the constant development of the discipline. Based on the discussions, it can be testified that the PhD programme operates well on the national scale and has connections with the labour market on a regional scale. Despite that, the experts believe that it can only be an advantage for the programme management to benchmark its curriculum with comparable international programmes across the globe. The programme's curriculum offers a mix of general courses oriented towards becoming proficient (general academic and courses revolving around facets of educational management. More advanced courses at a later stage indicate overlaps within the mandatory courses and overlap with some elective courses. Therefore, the programme management has to align the curriculum with current development in the discipline and with a clear set of mandatory courses that are subject-specific for the discipline and elective opportunities that support the development of PhD students' research topics (**see Finding 3**).

The formal documents provided to the experts testify that the academic degree corresponds to the respective level on the Indonesian qualifications framework (IQF). The higher education body in Indonesia recognises that the programme and national accreditation have been carried out successfully. The documentation of the PhD programme presented to the experts includes an overview of the courses (differentiated into mandatory and compulsory courses). This gives a good overview of the macro-level for externals and current students. However, when analysing the course content on the micro-level, a similar problem as with the Master's programme can be testified. The experts assess the course descriptions to be not sufficient at the stage of the procedure and, in some instances, redundant (e.g., "Education Unit Management", "Policy and Education strategic planning", and "Education quality management") (**see Finding 4**). They lack subject-specific intended learning outcomes that are linked to the intended learning outcomes on the programme level (**see Finding 4a**), a frequent update of literature (**see Finding 4b**), and a clear indication of the respective teaching method and the respective assessment methods (**see Finding 4c**).

Nonetheless this lack of transparency, the experts believe that, when administered in the right way, the programme management will be able to outline the programme content to a much clearer degree. However, given the rationale mentioned above, the experts cannot testify holistically if the PhD programme is comparable to the European qualifications framework (EQF). Further evidence must be provided within the process.

Conclusion

The criterion is not fulfilled.

1.3 Environmental Education (Master of Education)

The Master's programme "Environmental Education" is a four-semester programme and consists of 44 Credit Semester Hours (approximately 74,8 ECTS points). Courses are divided into compulsory courses (33 CSH), elective courses (6 CSH), matriculation courses (only to be taken by students whose prior educational background differs from programme requirements, 6 CSH) and the thesis (8 CSH).

According to the SER, the programme was designed as a direct result of Indonesia's climate issues concerning contaminated water, air pollution, marine waste and conservation and therefore aims to offer solutions through education.

While compulsory courses are obligatory for all students, elective courses offer three courses, one of which must be taken by students. The compulsory courses are generally taken during the first and second semesters, and the elective course is taken during the third semester, thereby allowing the fourth semester to be used for the thesis.

Compulsory courses cover basic academic knowledge and skills such as courses on "Philosophy of Science", "Research Methodology", "Statistics", and "Academic Writing", while also focusing on programme-specific modules such as "Ecology and Environmental Studied" or "Environmental Psychology". The elective courses offer a choice between "ICT in Population and Environmental Education" and "Demography and Spatial Planning Studies".

The SER identifies seven ILOs for the Master programme, focusing on the development of theories and applying logical, critical, systematic, and innovative thinking bearing in mind demographic aspects to create social and environmental awareness among the public. Another focus is on an interdisciplinary and multidisciplinary approach based on scientific methods and research, emphasising sustainable professionalism, digital literacy and nationally and internationally recognised environmental education research.

The graduate profile outlined in the SER identifies possible professional careers as educators at schools or universities, experts or consultants at NGO's and the government and as researchers at universities or research centres.

Experts' Evaluation

The programme management for the Master's programme "Environmental Education" developed a curriculum focusing on four major topics. The intended learning outcomes on the programme level indicate a relation to principles, theories, concepts, and research results in the light of sustainable development education (1), the further development of the discipline (2), the development of transdisciplinary learning integrating the society needs (3), and novelties of the discipline including critical issues on population and environmental, namely gender, human rights, multi-cultural issues, public health, environmental sustainability, air pollution, climate change, as well as disaster mitigation (4). The curriculum has been developed based on feedback from the labour market and in the light of the current programme of the discipline on the national and the international scale. The curriculum review process started in 2018, continued with a research scheme in 2019, and a curriculum review in 2020, emphasising results-based learning.

The national accreditation agency has successfully accredited the programme on the national scale and with a good result. The experts clearly could see that based on these past developments, the programme management and the teaching staff have a solid level of confidence that is used beneficially for the development of the programme. The programme is divided into four groups, namely compulsory, elective, matriculation, and thesis. Furthermore, the total credit load is grouped into the following percentages: 62% compulsory courses, 12% elective courses, 11% matriculation courses, and 15% thesis. The postgraduate academic manual finds all information about the curriculum, the courses offered, the credit load for each course, and the assessment system.

The programme allows students in their first semester to take general courses. This general course, which is of advanced nature, equips students with general competencies and facilitates the writing of a dissertation/thesis and other research work. In the second semester, the courses given to students are compulsory for the Master's programme. Based on the four topics mentioned above, the programme management has developed seven intended learning outcomes on the programme level. The experts testify that these ILOs are appropriate and comparable with the Master's level according to the IQF and the EQF. However, it became apparent that learning outcome number four is being able to apply solutions to environmental learning problems in both monolithic and integrative level, tertiary level, schools, and at all levels outside of school. Learning outcome number five (5), which is to apply innovative learning by applying didactic-pedagogical concepts and principles in mainstreaming environmental education in various courses using science and technology-oriented towards achieving Indonesia's SDG'S targets, have not been accommodated in study programme courses. Therefore, it must be demonstrated how all intended learning outcomes on the programme level are translated and fully integrated into the curriculum (**Finding 5**). One way might be to substitute courses such as environmental psychology with courses on environmental education philosophy, evaluation in environmental education curriculum development, adolescent identity, culture and learning, green school, or courses with the necessary materials to prepare citizens aware of environmental education. Furthermore, it might be helpful to integrate introductory courses on relevant topics, such as indigenous land rights (**Finding 6**).

The programme's documentation provided to the experts indicates the comparability with the European qualifications framework (EQF) and the national framework (IQF; level 8). Graduates will receive the degree of a Master of Education and diploma supplement. The analysis of these documents shows that they contain information according to the higher education ministry. The study programme is completed with a thesis. Several components interact synergistically to ensure that students are appropriately guided while carrying out their thesis. Furthermore, the quality assurance of thesis writing occurs following the "Academic Guidebook for the Postgraduate Study programme", which requires the completion of several stages, such as research topic verification, colloquium, thesis proposal preparation, thesis proposal seminar, thesis proposal improvement, carrying out research, mentoring, thesis completion, feasibility test, and a final examination.

On the micro-level, the documentation currently still lacks transparency compared with international programmes (**see Finding 4**). The experts believe that the study programme misses an opportunity to strengthen international cooperation here. This includes the description of the intended learning outcomes on the course level (**see Finding 4a**), an update of literature (**see Finding 4b**), and a consistent clarification on teaching and assessment methods within the courses (**see Finding 4c**).

Conclusion

The criterion is partially fulfilled.

1.4 Population and Environmental Education (Doctor)

The PhD programme "Population and Environmental Education" is a six-semester programme and consists of at least 57 CSH (approximately 96,9 ECTS points). The course programme is divided into compulsory courses (33 CSH), elective courses (12 CSH), matriculation courses (only to be taken by students whose educational backgrounds differ from the requirements of the programme, 3 CSH) and the dissertation following the corresponding research (15 CSH).

While compulsory courses are obligatory to all students and are to be taken during the first and second semester, elective courses offer a choice of four courses, two of which have to be taken during the third semester. The fourth semester is to be used for the dissertation. The matriculation course "The Fundamental of Education

Science” has to be taken before the first semester to ensure students from different educational backgrounds start with the same basic knowledge as students who meet the requirements.

Compulsory courses focus on advanced knowledge in the field of academics, research and Population and Environmental Education with courses such as “Advanced Research Methodology” and “Advanced Statistics”, but also more programme-specific courses such as “Environment and Development” and “Human Ecology at the Demographic Transition”. Elective courses are generally more specific (“Innovative Learning Strategies in Population and Environmental Education”, “Public Policy and Institutional Analysis”, “Climate Change Issues”, “Environmental Management System”).

The SER outlines five ILOs, which can be categorised into generic and subject-specific skill sets. They cover theoretical approaches on pedagogy, literacy, technology advantages, art, and information in line with the field of Population and Environmental Education, with the management, supervision and development of research and science in said fields to be recognised nationally and internationally through an interdisciplinary, multidisciplinary, and transdisciplinary approach in methodology. This also includes UNJ’s vision and mission by internalising their educational values and ethics. A matrix allocates the ILOs on a programme level to the curriculum’s respective courses.

According to the SER, the graduate profile includes careers at universities, organisations, agencies, research centres, NGOs, government and public sectors, and careers as policymakers, researchers, consultants, and educators.

Experts’ Evaluation

The curriculum design supports the intended learning outcomes on the programme level, which are based on a graduate profile and the national higher education standards (SNPT) based on the Indonesian qualifications framework (KKNI). The curriculum structure of the environmental education doctoral program is divided into four groups, namely compulsory subjects, elective courses, matriculation courses, and dissertations, with a total of 51 credits. The total credit load is grouped into the following percentages: 65% compulsory courses, 6% elective courses, and dissertation with 29% those students must complete. The intended learning outcomes are determined as the development of new knowledge and pedagogical theory, literacy, benefits of technology, and new arts about information in population and environmental education. These attributes provide solutions for improving the quality of life in the society, nation, and state through an interdisciplinary, multidisciplinary and transdisciplinary approach that internalises academic values, norms, and ethics.

Furthermore, the Population and Environmental Education PhD programme’s expectations strive to develop innovative learning by applying pedagogical and didactic concepts and principles in population and environmental education by utilising science and technology directed at technical life skills, contributing to improving the quality of the environment as well as human characteristics. Performance indicators of learning outcome are seen from many PhD graduates promoted to higher positions after completing their studies; this has become one of UNJ’s selling points for the programme. However, when comparing the intended learning outcomes on the programme level of the Master’s programme and the PhD programme, it became evident that the pure documentation of the intended learning outcomes on the programme level does not reflect how the discipline-specific courses expand knowledge, competencies and skills at the respective level following the European Qualifications Framework (EQF). The documentation of the intended learning outcomes on the programme level must be drafted according to the respective level of the EQF/IQF. Further evidence must be presented (**Finding 7**).

Despite this very comprehensive list of intended learning outcomes, which are all very meaningful to the discipline, the experts conclude that the curriculum does not yet reflect the scope of environmental and population care courses fully at this stage. The current curriculum emphasises four humanities and social sciences and

the natural sciences (Education, Environment, Population, and Demography). The curriculum structure also covers knowledge base, interdisciplinary base and praxis base. Knowledge Base can equip students' competencies to identify values, world views, and cultural factors, such as economic, political, social, and behavioural factors that support and are contrary to an Education for Sustainable Development. An interdisciplinary base will prepare students in dealing with activities such as: identifying the multiple factors, interactions, interconnections, and complexities involved in environmental issues, capable of synthesising knowledge from a variety of disciplines as it comes to bear on population and environmental issues and problems. Praxis base will help students to develop skills in producing scholarly/professional products and to have experience in the world of work related to population and environmental problem-solving before graduation so that students can compare perceptions of their chosen field with the reality in the workplace and to make personal connections with environmental professionals. Based on the discussion with teaching staff, the programme management, students, and the labour market, the experts conclude that the PhD programme combines "Environmental Education" with "Population/Demography" rather than seeing both aspects combined as one coherent topic. Given the societal need for a fully integrated approach towards the discipline, the curriculum must demonstrate how both aspects are jointly translated into the curriculum (**Finding 8**).

Also, as per all programmes assessed, the documentation of courses lacks transparency on the micro-level and does not reflect the actual situation (**see Finding 4**). While clarity on the teaching and assessment methods is given here, the intended learning outcomes on the course level must be outlined transparently (**see Finding 4a**), and the literature for the courses must be updated (**see Finding 4b**). The readings lists did not appear always to be relevant to the course. Some of the most well-known and highly regarded academics in the field were not included, and there should be more literature that focuses on EE in Indonesia and other similar contexts. It is unclear why some of the readings were included in courses. For example, reading on toxicology was included in Population and Environmental Education Studies. Toxicology is a specialised area that is unlikely to be relevant to Master EE students. The same is true for Biothermochemistry (in Ecology and the Environment). It is suggested that more fundamental environmental education and research articles are used instead. The readings listed in Research Methodology & Statistics all focus on quantitative approaches to statistics. Students need to be provided relevant readings to all data collection methods in EE, including qualitative methods; observational, questionnaire development, interviewing and alike – incorporating considerations such as age-appropriate language, cultural sensitivities, use of multi-media for data collection. As for all programmes, the teaching and assessment methods must be included in the course descriptions (**see Finding 4c**).

Graduates of this programme receive a PhD degree, a certificate (SKPI) and a diploma supplement according to the regulation of the Ministry of Research, Technology, and Higher education in its current version. The SKPI contains information about the activity of graduates in the academic fields, social attitudes, and graduate qualifications following the level of the KKNI. The qualifications expected from graduates are following the KKNI level 9.

Conclusion

The criterion is partially fulfilled.

1.5 Environmental Management (Master of Environment)

The Master programme “Environmental Management” is a four-semester programme consisting of 44 Credit Semester Hours (approximately 74,8 ECTS points). Courses are divided into compulsory courses (33 CSH), elective courses (3 CSH) and the thesis following the corresponding research (8 CSH). Students whose educational background differs from the programme’s requirements have to take an extra course, the so-called matriculation course, before starting the first semester.

Compulsory courses are all obligatory, while elective courses offer students a choice of one course out of three available. Compulsory courses are taken during the first and second semesters, elective courses during the third and thesis writing, and research will be undertaken during the fourth semester.

According to the SER, the programme’s curriculum aims to contribute to the development of science, technology, and arts via a multi- and interdisciplinary approach on both a national and global scale. The programme is designed according to themes of demography and environmental development issues and aims to address gender, human rights, multiculturalism, public health, conservation, air pollution, climate change, disaster mitigation, and Sustainable Development Goals (SDG) policies.

Compulsory courses include courses on basic academic knowledge and skills such as “Statistics”, “Academic Writing”, and “Research Methodology” as well as subject-specific courses such as “Environmental Risk Management”, “Environmental Psychology” and “Ecology and Environmental Sciences”. Elective Courses offer a more specialised approach with the choice of three courses: “Spatial Planning and Land Management”, “Analysis of Environmental Resource Management”, and “Ecotourism Management”.

According to the SER, the programme identifies seven ILOs subject-specific and general, ranging from developing knowledge concerning environmental education to innovatively working on the environmental ecosystem, protection system, and conservation design, taking into account the newest developments. The ILOs outline a focus on the critical analysis of environmental management theories and their application to solving related issues arising in environmental education through an inter- and multidisciplinary approach. UNJ mission is addressed by emphasising management research and development for the community, which is to be recognised both nationally and internationally.

The SER mentions the graduate profile as enabling professional careers as educators at schools or universities, experts or consultants at NGOs and the government, and researchers at research centres or universities.

Experts’ Evaluation

In general, the programme has a clear focus and fits the needs of Indonesian society. The courses included in the programme fit the general objective of the programme and contain a broad spectrum of background, methods and subject content as well as skills. The quality of lecturers and teaching staff appears to be relatively high and suitable. The curriculum follows a clear and uniform structure throughout the semesters. It is positive that the first semester lays the necessary philosophical, conceptual, and methodological foundations. Those skills are appropriate and needed to form the basis for achievements in those programs. The subject-specific courses primarily appear high quality and focus on the relevant content necessary to achieve the programme’s objectives. Another strength of the programme is the number of students, with 40 students, it appears operational to teach, supervise and support the students well. The following will evaluate the assessment criteria for the programme in detail with a focus on critical findings and ways to improve.

As mentioned, the general objectives of the study programme are clear and appropriate. However, on the level of the course descriptions, the experts found a deficit in the presentation of the objectives, i.e. mainly the intended learning outcomes (ILOs) on the programme level (**Finding 9**). The programme’s documentation is too generic and, thus, lacks specificity. The wording is repetitive and generic; it does not become clear which specific concepts, knowledge, skills and techniques the students will learn about or acquire. No evidence was provided that students understood ILOs and that those were relevant for the programme or the labour market.

Due to their generality, it is doubtful that a continuous updating of ILOs to the changing needs of the academic programme and the labour market occurs in the Quality Assurance process.

When looking at the specific composition of courses within the programme, the experts testify that the general structure of the curriculum is appropriate. Students who have a clear course plan are well informed on what is expected of them and follow the required elements. The workload for each course is specified in the semester lesson plan. This increases transparency and reliability—however, the experts have two critical aspects that need to be addressed. The first is the sequence of courses and their compulsory or elective nature. The second is the documentation of course contents and the learning process.

Regarding the first part, from an experts' view, it is suboptimal that no programme-specific courses are studied in the first semester, just the general background and methods courses. It would add to students' motivation to learn programme specific content already, so it is recommendable to implement at least one programme specific course in the first semester (**Finding 10**). Further, the ratio of compulsory to elective courses is relatively low. Only three CSH are allocated to elective courses leaving very little room for specialization according to students' interests. It is recommended that at least one course from the list of compulsory courses make room for a second elective course to increase the number of elective courses to at least 6 CSH. For example, the slot for the course "Environmental Psychology" (presumably wrongly labelled as "Environmental Physiology") could be used for this possibility (**Finding 11**). In general, however, the programme demonstrates that by following the courses, passing the exams and preparing the final thesis, the general learning outcomes of the program will be achieved complying with the European Qualifications Framework.

The second part reflects on the earlier documentation issue, but on a smaller scale. Here, the experts believe that the documentation of the courses is currently not appropriate and needs to be updated (**see Finding 4**). This includes the intended learning outcomes on the course level (**see Finding 4a**). The literature used in the courses (**see Finding 4b**) and the teaching and assessment method used in the courses (**see Finding 4c**).

Conclusion

The criterion is partially fulfilled.

1.6 Management (Doctor)

The PhD programme "Management" is a six-semester programme and consists of at least 45 CSH (approximately 86,7 ECTS points). Courses are divided into compulsory courses, elective courses, matriculation courses (only for students whose educational background differs from the programme's requirements) and the dissertation.

The programme offers three different specialisations that students can choose from financial management, human resource management, and strategic management, with the concentration courses providing conceptual and theoretical foundations in the respective field of management. According to the SER, the programme focuses on research to create management theories and knowledge relevant to business practices with an emphasis on organisational phenomena from a multidisciplinary perspective on a national and international level.

The SER outlines a typical student cycle with the first three semesters on coursework (including micro and macroeconomics, business management theory, research methods, colloquium, and at least one elective course) and three semesters on the doctoral thesis research and writing. However, it is stated that the research may also be started in their first year of study. A requirement for the research is that it must be published in an international journal indexed by Scopus. Another requirement is that students must obtain the approval of their thesis proposal by the Chair of the Examination Board ahead of the defence, which is conducted orally and

open to the public. The SER states the research project as a means for students to be provided with skills and knowledge alike and to address significant issues facing consumers, employees, managers, organisations, industries, and communities.

Compulsory courses are mandatory for all students and are taken during the first and second semesters, while students may choose between several elective courses during the third semester. Compulsory courses are shown to partly be the same across all three specialisations of the PhD programme (e. g. “Advanced Philosophy of Science”, “Advanced Research Methodology”, “Advanced Statistics” and “Academic Writing”), with other courses of the compulsory category differing between the three specialisations. Elective courses also differ according to each specialisation.

The SER identifies five ILOs across the programme, focusing on developing knowledge on values, fundamentals, theory, micro, meso and macro-management concepts for professional practice and research on an interdisciplinary, multidisciplinary and transdisciplinary level on the field of management. UNJ mission and values are addressed through the internalisation of academic values, standards and ethics to solve issues surrounding science and technology in management and management concepts and principles by way of management, supervision and development of management research with an emphasis on national and international recognition.

The graduate profile is outlined as career opportunities in academics, business institutions, government agencies relevant to researchers, consultants, educators, and managers. The possibility of self-employment and entrepreneurship is also mentioned in the SER.

Experts' Evaluation

In general, the overall impression of the PhD programme is that UNJ offers a well-designed programme with three explicit specialisations. These fit the Indonesian society's needs and are appreciated by the labour market representatives that the experts have met during the site visit. The programme's courses fit the general objective of the programme and contain a broad spectrum of background, methods, subject content and skills. The lecturers and staff support the provision of the programme adequately. It is positive that the first semester lays the necessary philosophical, conceptual, and methodological foundations. Based on this, those skills are appropriate and needed to form the basis for achievements in those programmes. Structure-wise, the curriculum follows a uniform structure along the semesters. The subject modules primarily appear high quality and focus on the relevant content necessary to achieve the programme's objectives. There is a straightforward add-on to the programme's baseline by having three specialisations. In general, however, the program demonstrates that by following the courses, passing the exams and preparing the final thesis, the general learning outcomes of the program will be achieved complying with the European Qualifications Framework. One minor point the experts detected is the low number of opportunities for students to transfer knowledge to situations outside of the university context. From the experts' perspective, it might be wise to improve these opportunities (**Finding 12**).

As mentioned, the general objectives and intended learning outcomes on the study programme level are clear and appropriate. They relate to the various courses transparently. However, the experts did not encounter a fully transparent scenario when looking at the course descriptions in the semester lesson plan (**see Finding 4**). This prevents externals and students from having a transparent and reliable summary of the programme. Due to their generality, it is doubtful that a continuous updating of ILOs to the changing needs of the academic program and the labour market occurs in the Quality Assurance process. Thus, the course descriptions on the course level must be revised (**see Finding 4a**). As before, the literature (**see Finding 4b**) and the teaching and learning methods (**see Finding 4c**) must be updated.

Conclusion

The criterion is partially fulfilled.

2. Procedures for Quality Assurance

Master Degree	Doctoral Degree
<p><i>The programme is subject to the higher education institution’s policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p>	<p><i>The programme is subject to the higher education institution’s policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p>

Description

As outlined in the SER, the programmes adhere to the university-wide quality assurance system, which covers academic and non-academic aspects of the programmes. While the internal quality assurance carries out the monitoring process and the evaluation of education and research related topics, the national accreditation institution supervises these internal processes. All programmes must undergo internal monitoring once a year. The university applies for all programmes ISO standards, and a budget control system is in place to allocate funds to ensure a high quality of academic services.

The internal quality assurance unit evaluates all lectures three times during the semester (at the beginning, in the middle, and at the end of the lecture). The focus of these evaluations is to provide feedback to the lecturer concerning the quality of the material used during the lectures. Furthermore, feedback is collected regularly (once a year) from students of the respective programmes. As stated in the self-evaluation report, the results of the student’s feedback are considered in the further development of the programmes. The results of these processes are submitted to the deputy director and shared with the study programme coordinators. As a result of the analysis, the complete study programme evaluations are submitted to the graduate director of UNJ., who can take action if needed.

Experts’ Evaluation

As for quality assurance systems in higher education in general, the quality assurance system at UNJ aims to ensure the academic standards and implement the programmes effectively within the national regulations.



Based on the evidence, the panel testifies that the university has a specific quality assurance unit defined with goals, responsibilities, and mechanisms. It has been demonstrated that the programme is currently accredited under national regulations with different results, despite the continuous implementation and monitoring of this system, based on the impressions gained during the site visit and the discussions, not entirely in place at this stage. This became evident during the site visit because, to some extent, the documentation has been available (e.g., graduation rate, student body composition data), but other data has been made available only during the site visit and with a more significant effort. However, the data could be presented ad hoc and includes evidence on the mandatory evaluation forms after each course. It can be testified that changes have been made in the past (e.g., exchanging lecturers with a high absentee rate or introducing an article writing course). Regardless, these changes seem to be less systematic and more the result of direct consultations for specific programmes.

Consequently, the experts believe that the tasks carried out by the quality assurance units on an institutional level are meaningful and in place. However, there is currently a mismatch between the mechanisms on the institutional level and the degree of engagement on the programme level. The responsibilities and the sequence of the quality assurance procedures on the study programme level must be clarified to the relevant stakeholders to increase acceptance and ownership of the QA cycle (**Finding 13**).

The quality assurance system measures the workload of students in a comprehensive manner. The experts accessed the relevant data and discussed the results with the relevant stakeholders. A result of the discussion and the documentation given is that currently, the workload is distributed unevenly in the Master's programmes. This seems to be less of a problem in practice, but the documentation indicates a misbalance. To raise the level of students' expectations, the documentation should therefore clarify the actual workload of students during the semester (**Finding 14**).

Conclusion

The criterion is partially fulfilled.

3. Learning, Teaching and Assessment of Students / Learning and Assessment of Students

Master Degree	Doctoral Degree
<p><i>The delivery of material encourages students to take an active role in the learning process. Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently. Assessment procedures are designed to measure the achievement of the intended learning outcomes. [ESG 1.3]</i></p>	<p><i>The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes. Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently. Assessment procedures are designed to measure the achievement of the intended learning outcomes. [ESG 1.3]</i></p>

Description

The postgraduate programmes follow a combination of traditional classroom learning and blended-learning activities. However, the SER indicated that all activities are carried out online due to the pandemic. UNJ states that the primary teaching method of the study programmes is lectures. Nonetheless, it is stated that the applied content is integrated with the curriculum in practical classes, which can be structured as research or practical classes, problem-solving exercises, or project work. On the university level, it is defined that the duration of courses is 50 minutes per credit.



The assessment regulations are applied throughout UNJ. It is stated that the final score of each course consists of factors such as attendance, assignments, mid-terms, and the final exam.

Experts' Evaluation

Based on the documentation and the discussion during the site visit, the experts testify that the teaching methods and learning approaches are appropriate. Most of the courses rely on the teaching methods such as lectures, discussions, questions and answers, presentations, or case studies). As outlined above (see Finding 4c), the pure documentation did not indicate the reality of the courses. After discussing with the relevant teaching staff, more evidence was given to assess the correspondence between the intended learning outcomes and the teaching methods. It might indicate that the Indonesian higher education philosophy is changing and shifting towards a more student-centred approach. The experts have seen visible first steps, but the site visit and the written documentation seemingly point to lectures as the primary teaching method. Interviews with lecturers gave the impression that didactic methods that stimulate student motivation, self-reflection and engagement in the learning process might be desired by teaching staff but that only a few of the teaching staff can teach this way. Thus, the experts believe that a greater variety of teaching methods that focus on student-centred and up-to-date learning will support the further strategical positioning of study programmes offered by UNJ, in the end, on a national scale (**Finding 15**).

The assessment regulations and procedures are defined in the curriculum documents for the programs. However, it is unclear how they are carried out on the level of individual courses. Furthermore, it is unclear whether the teaching staff knows all the procedures laid out in the curriculum documents. The semester plans submitted to the experts in English did not contain sufficient information about assessment methods. The discussion rounds with students and teaching staff could shed some light on the actual scenario of the courses. Following the explanations mentioned above, the documentation made available to the experts could not present a clear overview of how courses design assessments of students according to the intended learning outcomes. However, the students confirmed that the assessment requirements and grading scales are explained at the beginning of each course. The academic guidebook for doctoral programmes offers some information on examination procedures. It can be inferred that dissertations are cumulative. The requirement to publish an article to be ready for the dissertation has been stated.

The discussion with teaching staff and the institutional level revealed that long data is generally collected. These data include failed examinations and drop-outs. The results are jointly collected and discussed amongst the departments and higher levels. Little evidence was currently presented that students and graduates can transfer knowledge to situations outside the university context. The experts assume that this does not depict the reality given that students and graduates in the Master's and PhD programmes are usually already employed and have been sent by their institutions (**Finding 16**).

Conclusion

The criterion is partially fulfilled.

4. Student Admission, Progression, Recognition and Certification / Legal Status, Admission and Certification

Master Degree	Doctoral Degree
<p><i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]</p>	<p><i>The institution is entitled to award a doctorate. Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]</p>

Description

Following the university-wide structure at UNJ, all programmes in the cluster are being administered via the centralized admission portal. Prospective students have to apply to the respective programme and upload the relevant documentation for the respective programme. The admission regulations for the respective programme are generally outlined on the UNJ website. In case applicants do not fulfil all requirements to enrol on a postgraduate programme, UNJ offers matriculation courses to level up the prerequisite knowledge of students.

The general procedure to enrol for a Master's programme is described as a multiple-step procedure, starting with an online application, payment of the application fee, submission of recommendation letters and the CV of the respective student, a copy of the diploma (Bachelor's degree of a relevant discipline), the transcript of records, and passing several entry tests covering the discipline-related level, basic knowledge, and the English proficiency. In comparison to these steps, a potential PhD student needs to provide a research proposal next to the relevant diploma (Master's degree) and take an interview. As stated in the SER, the research should cover the research scheme, while the interviews will focus on preparing the research project.

In order to follow the progression of students sufficiently, UNJ states that an academic advisor will be appointed for each student in the first semester. The task of these advisors is to monitor the student's activity during their studies and support and guide the students. UNJ wants to include a certain level of English proficiency within all curricula; the University offers an English proficiency test to these students who have received a result lower than 400 in the English proficiency English test.

Following the SER, it is stated that the recognition of courses follows a university-wide structure. The Faculty for Postgraduate programmes currently develops agreements with other Indonesian higher education institutions and HEI abroad.

Upon completing the respective programme, graduates will receive the respective certificate and transcript of records.

Experts' Evaluation

As described in the Self-Evaluation Report (SER), the Master and PhD programmes in the postgraduate school of UNJ have the exact basic admission requirements. Information about registration for prospective students is carried out through the registration portal online, where all information needed by new students is provided, such as the registration and selection schedule, registration and tuition fees, as well as registration procedures. The admission requirements for these programmes include academic requirements such as certificates, transcript of records of preceding studies, letters of recommendation, CVs, English language proficiency test results, and, if applicable, draft research proposals. These requirements are, generally spoken, fit for the programmes. The university has special provisions for prospective students who do not fulfil the requirements by participating in matriculation activities during the first semester. Matriculation is required for students whose

previous level of education is not aligned with the selected field of study and for students who are declared accepted (successful) and given permission to participate in matriculation. Matriculation courses are generally introductory courses in line with the programme's specifications, specifically for the Population and Environmental Education doctoral program, where the matriculation course is an education-oriented course titled: The fundamental of education science course. The interview results with lecturers and staff associated with the Population and Environmental Education doctoral programme during the visit revealed that students who do not have a background in the field of education were not considered in the matriculation course because most of the students enrolled were those who worked in the field of education. The matriculation course is only related to the field of education, and there was no matriculation course related to the environment, demographics, and population. Thus, it became evident that the admission criteria for the Master's programme "Environmental Education" and the PhD programme "Population and Environmental Education" do not cover environmental aspects of the discipline adequately and has to be included in the admission criteria for these programmes (**Finding 17**).

UNJ is legally entitled to award doctorates. An academic framework and a policy and procedures are in place that governs the award of doctoral degrees. Students who have received relevant achievements before or who have relevant documents from other institutions can get recognition of those achievements for the postgraduate programs. Recognition is based on equivalent course content and workload and is, therefore, supposed to be in line with the Lisbon Convention. Currently, the university is in a process to formally negotiate inter-institutional regulations for recognition.

Upon successful completion of the programs, students receive their final certificates and transcript of records. Students who fail the requirements are given a certificate of attendance. These rules satisfy the requirements.

Conclusion

The criterion is partially fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

Master Degree	Doctoral Degree
<p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p>[ESG 1.5]</p>	<p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p>[ESG 1.5]</p>

Description

UNJ's teaching staff's qualifications follow national ministry regulations as outlined in the SER. The teaching staff at UNJ is divided into civil servant lecturers (PNS) and tenured public service agency lecturers (BLU). A stated requirement for teaching is a Master's or PhD from domestic or overseas universities.

The SER outlines that PNS lecturers are recruited through a selection process conducted by the HEI and have to fulfil the following conditions: have to have a National Lecturer Registration Number (NIDN)/Special Lecturer Registration Number (NIDK), an educator certificate, a doctoral qualification in a relevant field of study,



expertise in the field of study related to the course taught, and at least one scientific article published in a reputable and accredited journal and other work recognised by expert groups of the relevant field.

Furthermore, candidates for lecturer positions at the Master's programme level have to be assistant professors, while candidates for a lecturer position at the PhD level have to be associate professors. The HEI states a minimum of 9 credit hours per semester of teaching and a requirement to conduct research and community service. The teaching staff is also expected to give academic guidance and thesis supervision.

The teaching staff is supported by pedagogical and administrative personnel: civil servants, public service agency employees, and contract employees. The SER identifies their work as administrative, managerial, developmental, and supervisory. They are also responsible for technical services.

General recruitment for teaching staff and pedagogical and administrative personnel is based on qualifications and competencies required by the respective units/departments. This is also the case for the respective workload. The SER names a unit at UNJ called Resources Integrated Information System responsible for monitoring and evaluating the promotion of lecturers' ranks.

Research collaborations, scholarships for further education at a higher level, invitations to visiting lecturers and international students are all stated in the SER as measures to promote and develop lecturers' competencies.

The Master's programme "Educational Management" has two professors and five associate professors who hold a PhD title.

The PhD programme "Educational Management" has six professors, three associate professors and one lector head. All professors and associate professors hold a PhD title.

The Master's programme "Environmental Education" has four full-time professors, one part-time professor, and two associate professors who hold a PhD title.

The PhD programme "Population and Environmental Education" has four full-time professors, one part-time professor, and two associate professors who hold a PhD title.

The Master's programme "Environmental Management" has one professor and five associate professors who hold a PhD title.

The PhD programme "Management Study" has three full-time professors, three part-time professors, and three associate professors who hold a PhD title. According to the SER, the programme is furthermore supported by lecturers, administrative and laboratory staff, and librarians and technicians.

The SER provides information on the positions, teaching hours, and programmes/courses taught through charts for the respective programmes list the teaching staff.

Experts' Evaluation

The teaching staff is appropriately qualified to achieve all intended learning outcomes. The number of teaching staff and teaching hours are documented and sufficient; however, documentation differs in a different part of the documents. The overall workload of staff (teaching, administration, research) is appropriate for delivering the programmes. The personnel are sufficient to safeguard supervision arrangements on the doctoral programmes. The list in the guidebook states that all teaching staff is permanent, which is very positive.

UNJ maintains a Resources Integrated Information System that tracks and evaluates the promotion of lecturers. The development of staff/lecturers is facilitated through research collaboration, scholarships for higher-level education, and the invitation of guest lecturers and international students. The programmes set strategies and specific measures to ensure that the teaching skills and lecturer's knowledge remain up-to-date. This

includes applying case-based methods in teaching and learning activities to encourage elaborating on course materials based on current issues in Indonesia. The Postgraduate programmes conducted seminars each month for teaching staff, working with lecturers from other universities, such as Universitas Negri Semarang or Universitas Pendidikan Indonesia, to conduct research collaborations.

The constant development of knowledge and skills of lecturers was also a point of discussion during the site visit. The experts found that periodic and systematic monitoring of upgrading activities is currently neither done nor planned. Considering the mismatch between research activities and the uplifting didactical process at UNJ, the experts believe that consistent planning and improvement of the latter (including a mechanism to strengthen English competencies of staff) has to be developed for the teaching staff (**Finding 18**). One way might be to establish a centre for higher education didactics for staff of all programmes.

Conclusion

The criterion is partially fulfilled.

6. Learning Resources and Student Support / Support and Research Environment

Master Degree	Doctoral Degree
<p><i>Appropriate facilities and resources are available for learning and teaching activities.</i></p> <p><i>Guidance and support is available for students which includes advice on achieving a successful completion of their studies.</i></p> <p><i>[ESG 1.6]</i></p>	<p><i>Guidance and support are available for students which include advice on achieving a successful completion of their studies.</i></p> <p><i>Appropriate facilities and resources are available for learning and research activities.</i></p> <p><i>[ESG 1.6]</i></p>

Description

UNJ provides for all programmes books (digital and hardcover) and online resources. Furthermore, the University outlines several supportive measures for students of the programmes. On the one hand, students with special needs will access particular learning environments, e.g., for hearing or visual impairments. On the other hand, the Faculty of Postgraduate programmes offers support on academic writing and the submission of academic papers (e.g., citations, academic fraud check). The career centre offers support in finding good positions after graduation on the university level.

Furthermore, UNJ has implemented several online services to access online journals or online courses to pay tuition.

Experts' Evaluation

Based on the evidence given during the site visit, the experts can testify that UNJ offers sufficient facilities to carry out the programmes within this cluster. In particular, the internet connectivity for students and staff was impressive. This facilitates a very high student comfort regarding flexible solutions and working remotely. Also, UNJ offers special devices and support are offered to impaired students. This is very much commended by the experts and should be exemplary to other universities across the globe. UNJ has implemented a robust culture of student counselling services, which is staffed by full-time staff and includes psychological counselling in interaction with the department for psychology. Technical support is provided to students and teachers alike during the pandemic situation. The response was excellent and immediate.

The experts had the chance to analyse programme-specific literature for all programmes in the cluster. The evidence concludes that the current situation consists of a solid equipped library with a lack of up-to-date discipline-specific literature (including books and journals). This impression underlines the argument of the



experts that it is not only a documentation issue when it comes to literature (see Finding 4b) but a quality issue. Thus, discipline-specific and up-to-date literature should be acquired to improve the quality of research for the programmes (Finding 19).

UNJ supports the research activities of staff and PhD students by supporting them to present their papers at national and international conferences, which is very positive. The experts value very much to see the progress that UNJ has made in the past to encourage staff and students to publish articles. When analysing the articles, the experts have discussed with the relevant stakeholders that it might be an excellent next step to focus on high-rank journals (Finding 20).

The Indonesian higher education system envisages high competitiveness currently internally and with a solid will to internationalise the study programmes. The site visit has shown that the programmes within the cluster have taken the first steps on an international scale with some cooperation agreements with international higher education institutions. A consistent exchange of staff and students is still one of the high objectives of the senior leadership of UNJ. In the light of this, the experts believe that by taking the next step when it comes to research in the right way, the programmes might potentially create a solid international connection. Especially when it comes to programmes that are currently less common in the Indonesian higher education system (e.g., the Master’s programme in Environmental Education) or that will be very relevant on a larger scale in the future (e.g., Environmental Management). Thus, internationalisation efforts should be strengthened to attract international students from Western countries and other Asian countries, including student exchange and participation opportunities at (national and international) conferences for advanced students (Finding 21).

Conclusion

The criterion is partially fulfilled.

7. Information / Public Information

Master Degree	Doctoral Degree
<p><i>Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.</i></p> <p>[ESG 1.8]</p>	<p><i>Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.</i></p> <p>[ESG 1.8]</p>

Description

The general information about all programmes is published on UNJ’s homepage. Detailed information for the postgraduate programmes, such as admission regulations, the content of the study programmes, the academic calendar, information on scholarships, research activities, and UNJ’s collaborations, are published via the faculty’s homepage.

Experts’ Evaluation

UNJ’s website provides detailed information on its Master’s and PhD programmes. It also provides UNJ and Ministry of Education policies, access to academic journals and other background information on the University and its staff. In addition, the information given includes the currently intended learning outcomes on the programme level for each programme and a description of the qualification awarded. The website provides comprehensive information in various languages and utilises written and audio-visual formats. It should be commended for its access to stakeholder reports, access to thesis descriptions (with some links to PDFs) and extensive information available. Current students access a university intranet, where relevant information is provided. The students have confirmed that this is a handy tool that helps students with their day-to-day tasks.



One thing that was harder to assess at this stage was the selection procedures and information on teaching, learning and assessment procedures. It might be wise to include this information to maximise the level of transparency (**Finding 22**).

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends

- to postpone

the study programme “**Educational Management**” (Master) offered by **Universitas Negeri Jakarta**.

The panel of experts recommends

- to postpone

the study programme “**Educational Management**” (PhD) offered by **Universitas Negeri Jakarta**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Environmental Education**” (Master) offered by **Universitas Negeri Jakarta**.

The panel of experts recommends

- to postpone

the study programme “**Population and Environmental Education**” (PhD) offered by **Universitas Negeri Jakarta**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Environmental Management**” (Master) offered by **Universitas Negeri Jakarta**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Management**” (PhD) offered by **Universitas Negeri Jakarta**.

Findings:

1. The intended learning outcomes on the programme level must be revised for the Master’s and the PhD programmes “Educational Management”. They must be subject-specific and according to the respective level of the Indonesian qualifications framework (IQF)/ European qualifications framework (EQF).
2. It must be demonstrated how the specific composition of courses for the Master’s and the PhD programmes “Educational Management” enables students to achieve the intended learning outcomes on the programme level.

3. A common set of courses specifically focussing on educational management must be defined to foster the programme's foundation of the Master's and the PhD programmes "Educational Management".
4. The course descriptions must be revised for all programmes. Special attention must be paid to the following points:
 - a. A clarification on the intended learning outcomes on the course level with a clear reference to the intended learning outcomes on the programme level must be given.
 - b. A systematic update on literature must be carried out.
 - c. A clear description of the assessment and teaching methods is required to raise the liability within the courses.
5. It must be demonstrated how all intended learning outcomes on the programme level of the Master's programme "Environmental Education" are translated and fully integrated into the curriculum.
6. Introductory courses on relevant topics, such as indigenous land rights, might be helpful to comply with the programme's intended learning outcomes for the Master's programme "Environmental Education".
7. The documentation of the intended learning outcomes on the programme level for the PhD programme "Population & Environmental Education" must be drafted according to the respective level of the EQF/IQF. Further evidence must be presented.
8. The composition of the curriculum for the PhD programme "Population & Environmental Education" must clarify how the two aspects of the programme ("Population" & "Environmental Education") are translated into the curriculum.
9. The intended learning outcomes on the programme level must be revised for the Master's programme "Environmental Management" focusing on a clear differentiation between management programmes and environmental management programmes. The revision must consider the relevant level according to the EQF/IQF.
10. It is recommended to implement a subject-specific course within the first semesters of the "Environmental Management" curriculum.
11. To make room for more relevant courses in the courses, the department for the Master's programme "Environmental Management" should consider make specialised courses, such as environmental psychology, elective courses.
12. Further opportunities for PhD students in the "Management" programme to transfer knowledge to situations outside of the university context should be given.
13. Responsibilities and the sequence of the quality assurance procedures on the study programme level must be clarified to the relevant stakeholders in order to increase acceptance and ownership of the QA cycle.
14. The documentation of workload and its distribution throughout the semesters should be clarified for all programmes.
15. To foster autonomous learning, more student-centred learning approaches should be implemented in the teaching methods of all programmes.
16. Evidence must be given how students and graduates can transfer knowledge outside the university's context.
17. The Master's programme "Environmental Education" and the PhD programme "Population and Environmental Education" has to include specific admission criteria to cover the environmental aspect of the discipline adequately.

18. A system has to be implemented to assure progress in the development of English competencies of staff to expand research opportunities with countries outside Southeast Asia and connect better to international research.
19. Access to discipline-specific and up-to-date literature (books and electric journals) to be strengthened for all programmes.
20. The programmes should strive to publish its articles also in high-ranked journals.
21. Internationalisation efforts should be strengthened to attract international students from Western countries as well as from other Asian countries, including student exchange and participation opportunities at (national and international) conferences for advanced students.
22. The public information on the programmes should include information on the selection procedures and the teaching and learning methods.