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QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS NEGERIA JAKARTA (INDONESIA)

**EDUCATIONAL MANAGEMENT
(MASTER OF EDUCATION)**

**EDUCATIONAL MANAGEMENT
(DOCTOR)**

**POPULATION AND ENVIRONMENTAL EDU-
CATION (DOCTOR)**

December 2023



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “EDUCATIONAL MANAGEMENT” (MASTER OF EDUCATION)
 - “EDUCATIONAL MANAGEMENT” (DOCTOR)
 - “POPULATION AND ENVIRONMENTAL EDUCATION” (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 19th meeting on 4 December 2023, the AQAS Standing Commission decides:

1. The study programmes “Educational Management” (Master of Education), “Educational Management” (Doctor) and “Population and Environmental Education” (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 **31 December 2024**. 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 **31 December 2029**.

Conditions:

1. Evidence on systematic and programme-specific inclusion of relevant stakeholders (e.g., students and external stakeholders) must be provided for all programmes.
2. It must be clarified with specific examples how the two aspects of the programme (“Population” & “Environmental Education”) are translated into the PhD curriculum “Population & Environmental Education”.
3. The PhD programme “Population and Environmental Education” has to include specific admission criteria to cover the environmental aspect of the discipline adequately.

The following **recommendation** is given for further improvement of the programmes:

1. It is recommended for all programmes to collect evidence on how students and graduates can transfer knowledge outside the university’s context to showcase success stories of graduates.

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

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

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

OFFERED BY UNIVERSITAS NEGERI JAKARTA (INDONESIA)

Visit to the university: 13 – 17 December 2021

Panel of Experts:

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)
Coordinator: Patrick Heinzer	AQAS, Cologne, Germany

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 programme in "Educational Management" (Master of Education) and the doctoral programmes "Educational Management" (Doctor), and "Population and Environmental Education" (Doctor) 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. After the postponement period of the decision to the programmes, the University submitted further evidence in July 2023, which was analysed and evaluated by expert's involved in the procedure. While the first evaluation which led to the postponement is marked as an "Ex-post situation", the second evaluation is marked as "Resumption Evaluation".

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 4th December 2023, 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 February 2024, 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 teacher’s 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 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 have 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

a) Ex-post Situation

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 on the programme is currently not sufficient. The intended learning outcomes on 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 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 programme level. The ILOs must be subject-specific and defined according to the respective level of the Indonesian qualifications framework (IQF)/ European qualifications framework (EQF).

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 programme level. 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 matters that are more directly linked to educational management. Elective courses instead do the latter. When recomposing the intended learning outcomes on programme level, the programme management has to define a common set of courses specifically for educational management to foster the programme's foundation.

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. The intended learning outcomes on course level are similar and not specific to the courses in many instances. They must be clarified and course-specific. 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. 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.

b) Resumption Evaluation

The updated profile now emphasizes the capacity to manage, lead, and propel research initiatives in the domain of education management. It focuses on education policy analysts, planners, education managers or educators. Consequently, graduates will be able to analyse education policies at micro, meso, and macro levels. It emphasizes on effective communication of analysis outcomes to relevant authorities and it highlights a crucial skill set in policy formulation and decision-making. Furthermore, it includes the ability to translate education policies into actionable educational plans, programmes, projects, and activities, and the skills to conduct in-depth research on education management issues across different scales – institutional, local, regional, national, and global, which is a critical skill set for informed decision-making and policy formulation.

From the experts' point of view, the recent update to the graduation profile in Education Management signifies a strategic response to the evolving complexities within the education sector. This diversification acknowledges the critical need for professionals who can not only dissect education policies but also translate them into actionable plans. Overall, this update positions future graduates as versatile professionals capable of addressing a wide range of educational needs.

The additional documentation provided to the experts indicates the programme's management recent initiatives which outlines the updated graduation profile, a mapping of intended learning outcomes at programme level with the Indonesian Qualifications Framework (KKNI) at master's level, and the description of the learning process. This mapping process allows for a systematic evaluation of the attainment of learning outcomes and provides a foundation for continuous improvement. Therefore, the steps undertaken reflect a forward-thinking approach. Consequently, it can be stated that there is now coherence and alignment with national educational standards. The specific composition of courses is now sufficiently in line with the intended learning outcomes on the master's programme level.

The analysis by the experts included a careful review of the course descriptions provided. Evidence has been provided that the new course descriptions satisfactorily include all elements which are to be expected on an international scale.

Conclusion

The criterion is 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

a) Ex-post Situation

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 programme level. The intended learning outcomes are presented in the documentation superficially, not subject-specific, and they are 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 programme level. The ILOs must be subject-specific and according to the respective level of the Indonesian qualifications framework (IQF)/European qualifications framework (EQF). With this, a connection to how the intended learning outcomes on programme level are translated into the curriculum must be given.

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 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 developments 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.

The formal documents provided to the experts testify that the academic degree corresponds to the respective level of 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 this stage of the procedure and, in some instances, redundant (e.g., "Education Unit Management", "Policy and Education Strategic Planning", and "Education Quality Management"). They lack subject-specific intended learning outcomes that are linked to the intended learning outcomes on programme level, a frequent update of literature, and a clear indication of the respective teaching method and the respective assessment methods.

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.

b) Resumption Evaluation

The re-evaluation of the PhD Programme "Educational Management" reveals a thoughtful approach to addressing key criteria. The intended learning outcomes at programme level now include an understanding of educational standards, aligning with both the Indonesian Qualifications Framework and European Qualifications Framework. Each course in the programme is purposefully designed to contribute to specific skills, knowledge, and attitudes crucial for effective educational management. The introduction of foundational courses creates a shared knowledge base for students at PhD level, preparing them for advanced studies. The revised course descriptions establish a clear connection between programme and course-level objectives, enhancing transparency and accountability. The curriculum design demonstrates a balanced distribution of courses, integrating theoretical and practical perspectives effectively. Courses like "Philosophy of Advanced Science" and "Systems Thinking in Education Management" showcase a forward-thinking approach. The inclusion of additional learning outcomes, reflecting an ambition for global recognition in educational management, is evident. Interdisciplinary and multidisciplinary approaches are emphasized, aligning them with contemporary best practices. Overall, it can be stated that significant progress in addressing initial concerns, have now been addressed sufficiently. The programme's commitment to academic standards and continuous improvement is evident throughout. The efforts made by the university in refining the curriculum and course descriptions are good.

Conclusion

The criterion is fulfilled.

1.3 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 a 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 at 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

a) Ex-post Situation

The curriculum design supports the intended learning outcomes at 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 programme 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. However, when comparing the intended

learning outcomes at programme level of the Master's programme and the PhD programme, it became evident that the pure documentation of the intended learning outcomes at 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 at programme level must thus be drafted according to the respective level of the EQF/IQF. Further evidence must be presented.

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.

Also, as per all programmes assessed, the documentation of courses lacks transparency on the micro-level and does not reflect the actual situation. While clarity on the teaching and assessment methods is given here, the intended learning outcomes at course level must be outlined, and the literature for the courses must be updated. 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 EE Master's 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 multimedia for data collection. As for all programmes, the teaching and assessment methods must be included in the course descriptions.

b) Resumption Evaluation

The new evidence provided for the PhD Programme "Population & Environmental Education" demonstrates significant progress in two critical areas. Firstly, the documentation of the intended learning outcomes at programme level has been appropriately aligned with the European Qualifications Framework (EQF) and Indonesian Qualifications Framework (IQF), meeting the prescribed standards. Furthermore, an effort has been made to provide additional evidence to support the intended learning outcomes, enhancing the overall transparency and credibility of the programme. The composition of the curriculum for the PhD programme has been

significantly clarified. This enhancement ensures a more coherent and balanced integration of components within the programme, contributing to a more comprehensive learning experience for students. However, there remains an area that requires further attention. Specifically, it is mandatory that the programme has to offer distinct courses tailored to each area of expertise, distinguishing between population-focused subjects and those dedicated to environmental expertise (**Finding 1**). This differentiation will provide students with a more specialised and targeted educational experience, allowing them to delve deeper into their chosen field. For instance, population-oriented courses could encompass topics such as population growth, dynamics, and quality of life, as well as population education and schools. In parallel, courses related to the environment could cover critical subjects like environmental education at different levels of education, environmental awareness and attitude change, and environmental stressors and disaster management education.

Nevertheless, the programme has made commendable progress in addressing the previously identified points of concern. This continued commitment to improvement will undoubtedly enhance the overall quality and effectiveness of the PhD Programme.

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. According to the Ser, 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

a) Ex-post Situation

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. However, this is 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. It 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 at institutional level and the degree of engagement at programme level. The responsibilities and the sequence of the quality assurance procedures at the study programme level must be clarified to the relevant stakeholders to increase acceptance and ownership of the QA cycle.

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 programme. This seems to be less of a problem in practice, but the documentation indicates a misbalance. To clarify the actual requirements for the students, the documentation should therefore clarify the actual workload of students during the semester.

b) Resumption Evaluation

The submitted evidence outlines that the workload misbalances issue has now been addressed adequately, indicating that students now have full transparency in the documentation. Despite this improvement, the experts conclude that the crucial aspect that remains unaddressed pertains to the delineation of responsibilities and the establishment of a clear sequence for quality assurance procedures at study programme level. From the experts' perspective, a clearly established sequence of QA procedures delineates the logical flow of activities within the PDCA (Plan-Do-Check-Act) cycle. This arrangement ensures that each phase of the QA process is executed in a systematic and cohesive manner. It enables stakeholders to understand the progression of activities, from initial planning and implementation to evaluation and adjustment, ultimately leading to enhanced effectiveness and efficiency in programme delivery. Furthermore, by disseminating this information to relevant stakeholders, acceptance of the QA cycle is likely to be significantly heightened. When individuals

comprehend their specific roles and contributions, they are more likely to engage with the process wholeheartedly, recognizing its value in driving continuous enhancement of the study programme. Therefore, this point still needs to be addressed. Evidence must be provided that action has been taken (**Finding 2**).

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

According to the documents provided, the postgraduate programmes follow a combination of traditional classroom learning and blended-learning activities. However, the SER indicates that all activities were 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 in the curriculum in practical classes, which can be structured as research or practical classes, problem-solving exercises, or project work. At 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

a) Ex-post Situation

Based on the documentation and the discussions during the site visit, the experts testify that the teaching methods and learning approaches are appropriate. Most of the courses rely on teaching methods such as lectures, discussions, questions and answers, presentations, or case studies. As outlined above, 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.

The assessment regulations and procedures are defined in the curriculum documents for the programmes. 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 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 discussions with the 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.

b) Resumption Evaluation

The documentation submitted to the experts clearly see some improvement in this regard. The QA processes include an analysis part of the research output. UNJ solicits feedback from employers who have hired graduates from the programmes. The feedback provides valuable insights into how well graduates are able to apply their knowledge in their respective roles. Consequently, it can be stated that the matter has been addressed, although the experts would like to express that there are also other ways to further address this topic, e.g., by analysing capstone projects with practical components or include simulations into the teaching (**Finding 3**).

Conclusion

The criterion is fulfilled.

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

Master Degree	Doctoral Degree
<i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]	<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]

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 in 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 completion the respective programme, graduates will receive the respective certificate and transcript of records.

Experts' Evaluation

a) Ex-post Situation

As described in the Self-Evaluation Report (SER), the Master's and PhD programmes of 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 programme, 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 PhD programme "Population and Environmental Education" do not cover environmental aspects of the discipline adequately and have to be included in the admission criteria for these programmes.

UNJ is legally entitled to award doctorates. An academic framework, a policy and procedures are in place that govern 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 programmes. 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 programmes, 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.

b) Resumption Evaluation

UNJ has provided information within the resumption process that the general admission criteria are being published on the main homepage of UNJ. However, there is no information regarding the specific admission criteria available. Therefore, it can be testified that no evidence has been given that the admission criteria have been changed towards additional environmental aspects. This must necessarily be addressed in the follow-up (Finding 4).

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><i>[ESG 1.5]</i></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><i>[ESG 1.5]</i></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: having 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 Master’s programme level have to be assistant professors, while candidates for a lecturer position at 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.

Experts' Evaluation

a) Ex-post Situation

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 Negeri 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. One way might be to establish a centre for higher education didactics for staff of all programmes.

b) Resumption Evaluation

The online site visit at UNJ concluded with concerns regarding the professional development of lecturers. There was a lack of structured monitoring for faculty upgrading activities, especially in regards with English competencies of staff. To address this, the resumption evidence shows that UNJ has introduced a monthly International Zoominars programme for the postgraduate faculty. These sessions provide a platform for international experts to share insights and best practices in higher education. This integrated approach demonstrates UNJ's commitment to elevating teaching quality and aligning with global academic standards. In conclusion, the documentation offers a comprehensive solution to the identified issue.

Conclusion

The criterion is 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>[ESG 1.6]</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>[ESG 1.6]</p>

Description

According to the SER, UNJ provides books (digital and hardcover) and online resources for all programmes. Furthermore, the university outlines several supportive measures for students of the programmes. On the one hand, students with special needs are supposed to get access to 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 wants to offer 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

a) Ex-post Situation

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 to impaired students. This is very much commanded 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 offered 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 but a quality issue. Thus, discipline-specific and up-to-date literature should be acquired to improve the quality of research for the programmes.

UNJ supports the research activities of staff and PhD students by funding 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.

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. This applies 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 which 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.

b) Resumption Evaluation

No further evidence required. The experts already saw no need for short-term changes or additions in this area in the first evaluation of the programmes. Therefore, there is nothing to add to the previous evaluation.

Conclusion

The criterion is 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 on 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

a) Ex-post Situation

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 current intended learning outcomes at 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 have access to 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.

b) Resumption evaluation

No further evidence required. The experts already saw no need for short-term changes or additions in this area in the first evaluation of the programmes. Therefore, there is nothing to add to the previous evaluation.

Conclusion

The criterion is fulfilled.

V. Findings

1. It must be clarified with specific examples how the two aspects of the programme (“Population” & “Environmental Education”) are translated into the programme’s curriculum.
2. Evidence on systematic and programme-specific inclusion of relevant stakeholders (e.g., students and external stakeholders) into the QA cycle must be provided.
3. It is recommended to collect evidence on how students and graduates can transfer knowledge outside the university’s context to showcase success stories of graduates.
4. The PhD programme “Population and Environmental Education” has to include specific admission criteria to cover the environmental aspect of the discipline adequately.