



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS NEGERI SEMARANG, INDONESIA

CLUSTER SOCIAL SCIENCES

SOCIAL SCIENCES EDUCATION (PHD)

September 2025



Content

Decision of the Accreditation Commission of AQAS	3
I. Preamble	6
II. Accreditation procedure	6
1. Criteria	6
2. Approach and methodology	6
III. General information on the university	9
IV. Assessment of the study programme	9
1. Aims and structure of the doctoral programme	9
2. Procedures for quality assurance	13
3. Learning and assessment of students	16
4. Legal status, admission and certification	17
5. Academic level of supervisory staff	19
6. Support and research environment	22
7. Public information	25
Recommendation of the expert	27

DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMME

▪ “SOCIAL SCIENCES EDUCATION” (PHD)

OFFERED BY UNIVERSITAS NEGERI SEMARANG, SEMARANG, INDONESIA

Based on the report of the expert panel, and the discussions of the AQAS Standing Commission in its 26th meeting on 8 September 2025, the AQAS Standing Commission decides:

1. The study programme “**Social Sciences Education**” (PhD) offered by **Universitas Negeri Semarang, Indonesia** is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (PhD).

The accreditation is conditional.

The study programme essentially complies 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 **30 September 2026**. 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 **30 September 2031**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

1. It must be made clearer how the requested multidisciplinary approach is implemented in the curriculum.
2. UNNES has to describe how and how often the English trainings take place.
3. UNNES has to describe whether the UNNES Scholarship apply to students of the study programme „Social Sciences Education“.
4. UNNES must provide further information regarding the follow-up of grade change requests and complaints.
5. UNNES has to provide further information about
 - a) the internship options outside teacher’s education path and
 - b) international student mobility.

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

1. UNNES should provide information about the number of applications and scholarships granted.
2. UNNES should provide further information about the frequency of the meetings and should describe how proposals and recommendations of the participants will be handled.

3. UNNES should continue and enhance their efforts for internationalization.

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

EXPERTS' REPORT

ON THE STUDY PROGRAMME

▪ “SOCIAL SCIENCES EDUCATION” (PHD)

OFFERED BY UNIVERSITAS NEGERI SEMARANG, SEMARANG, INDONESIA

Visit to the university: 13 – 16 June 2023, written reconsideration evaluation in July 2025

Panel of experts:

Expert in 2023 and 2025

Assoc. Prof. Dr. Patrick Ziegenhain	President University, Department of International Relations (Indonesia)
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Panel of experts in 2023

Assoc. Prof. Dr. Laavanya Kathiravelu	Nanyang Technological University, Department of Sociology (Singapore)
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Prof. Dr. Hermin Indah Wahyuni	Universitas Gadjah Mada, Faculty of Social and Political Science (Indonesia)
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Barbara Favaro	Ocean Risk and Resilience Action Alliance (ORRAA), Programme Associate (Italy) (representative of the labour market)
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Clemens Schmid	Student of Wien University, Culture and Social Anthropology (Austria) (student expert)
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Coordinators:

Vi Le

Patrick Heinzer

AQAS, Cologne, Germany

Annette Büning

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the 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 academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the study programme **“Social Sciences Education” (PhD)** offered by **Universitas Negeri Semarang** (Indonesia).

1. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Doctoral Programme Accreditation (PhD). 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 be used to 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 each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in September 2021. The university produced a Self-Evaluation Report (SER). In August 2022, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission in its meeting on 29 August

2022 and the circulation procedure on 26 October 2022. The final version of the SER was handed in February 2023.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in May 2023. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

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 to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place on 13-16 June 2023. Virtually, the experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Postponement of decision

The report, together with the comments of the department, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programme. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 04 December 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed findings.

The AQAS Commission decided to give the programme additional 18 months for the further enhancement of the quality of the programme. The deadline for the submission of the revised documents was 30 June 2025.

Reconsideration

The university submitted further evidence in June 2025, and thus, in the given timeframe, for the reconsideration process. The documents were forwarded to the relevant key stakeholder in the experts' panel. The expert drafted this follow-up report on the consideration, assessing the fulfilment of the AQAS Criteria. The report includes a short description of the situation when the programme was assessed firstly, the evaluation by the expert panel which formed the basis for decision taking in 2023, the assessment of the situation on the basis of the additional documents provided in 2025 and a recommendation to the AQAS Standing Commission.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 08 September 2025. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

III. General information on the university

Universitas Negeri Semarang (UNNES) is a public university located in Semarang City, Java/Indonesia. Before changing to a public university in 1999 by presidential decree, the university was founded as the Semarang Teacher Training and Education Institute (IKIP) in 1965. In 2021, UNNES consists of eight faculties (Social Sciences, Education, Language and Arts, Mathematics and Natural Science, Engineering, Sports Science, Economics, and Law) and one graduate school (with 22 Master programmes and eight PhD programmes). The programmes which are subject to this procedure are located at the Faculty of Education.

According to the self-evaluation report (SER), UNNES has developed an overarching vision and mission to become a university with international recognition. One of the aspects outlined by UNNES is that a well-established quality assurance system throughout the whole university is crucial. Therefore, UNNES has implemented a quality assurance office (BPM) and a quality assurance agency (GPM) to organise the faculties' quality assurance processes. On the university level, UNNES has obtained A-results by the national higher education accreditation board in Indonesia (BAN-PT) and is ISO 9001: 2015 certified. Internationalisation is also one of the components that supports UNNES to fulfil its mission and vision. At this SER, the university outlines that collaboration with more than 50 higher education institutions worldwide is carried out. On a national scale, it is said that the university is amongst Top 20 most popular universities concerning enrolment numbers of students. Furthermore, it is stated that UNNES is listed as 71st worldwide in terms of the sustainability of the resources. The three programmes that are subject to this accreditation procedure are part of the Faculty of Education at UNNES. This faculty offers seven bachelor's degree programmes.

IV. Assessment of the study programme

1. Aims and structure of the doctoral programme

Doctoral degree

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.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Description

1.1 General structure

The SER indicates that the programmes are based on several higher education laws and the Indonesian National Qualifications Framework (KKNi) and the respective references to the level (PhD programmes to level 9). UNNES provides information in its documentation on how the European Qualifications Framework (EQF) links to KKNi by providing an overview table of the three levels (Knowledge, skills, and competencies) in the EQF. It is said that PhD graduates will be able to develop new knowledge and technology in their respective discipline through research (knowledge), will be able to solve science-related problems in their discipline through inter-, multi-, and transdisciplinary approaches (skills), and they will be able to serve the community on the national and international scale through their research (competencies).

The Indonesian higher education system introduced lately an outcome-based education approach (OBE). Programmes following this approach follow nationally defined guidelines to develop the curricula, which comprises

the planning phase, the implementation phase, and the monitoring & evaluation phase with linked outputs (e.g., OBE based lesson plans, learning material and media, activities to strengthen research outputs of students and teachers, or national and international external accreditation activities).

Concerning the intended learning outcomes on the programme level, the SER explains that the programmes follow the Indonesian policies for standards in higher education, which define that the study programmes are based on a graduation profile and on the intended learning outcomes (ILO) on the programme level. Each set of ILOs on the programme level cover generic (general attitudes and skills) and discipline-specific (specific knowledge and skills) components. The generic components integrate knowledge, skills and competencies that must be possessed by every student. They include moral behaviour, the contribution to improve the society, the appreciation of a multireligious society, or the internalisation of ethical values and norms. The SER includes a matrix for each programme in the cluster to demonstrate the differentiation between generic and discipline-specific components. The SER demonstrates that the generic components are taught as university wide courses, e.g., civics education, *pancasila* education, or religious education.

All courses are assigned to a defined number of credits. Based on Indonesia's national regulations, one credit of non-practical courses consists of 50 minutes of face-to-face teaching per week per semester, 60 minutes of structured assignments per week per semester, and 60 minutes of self-learning per week per semester. One credit of practical courses consists of 170 minutes per week per semester.

It is stated that all students receive detailed semester lesson plans at the beginning of each semester. These semester lesson plans include the intended learning outcomes on the course level, the teaching method, the assessment method, literature used in the course, the student workload, and the grading structure. The steps for the preparation of the lesson plans are located on the university-level quality assurance unit and uploaded to the UNNES academic system.

General remarks

After a thorough analysis, the experts panel wishes to express that, so far, the curriculum of the PhD programme is oriented towards Indonesian national values, ideologies, and perspectives. An overarching remark that goes beyond accreditation is that UNNES focuses strongly on Indonesia and strives to become a production centre for Indonesian schoolteachers. However, it must be stated that the necessity will arise for the university if UNNES aims to internationalise their educational offers and strives to be a part of the international academic debates.

The overarching motto of UNNES is “conservation”. During the online site visit, the experts learned that this means preserving the traditional cultural values and the natural environment of Central Java in specific and of Indonesia in general. This motto certainly has its positive aspects, particularly the focus on the preservation of nature and the regional/national cultural heritage. The experts believe that this very important university strategy could be further established as a stronghold for UNNES.

a. Social Sciences Education (PhD)

Description

The PhD programme “Social Sciences” is a three-years programme leading to a Doctor of Philosophy degree. The curriculum consists of 52 SKS including a 12 SKS dissertation at the end.

The programme is based on a graduation profile leading to employment area in social studies education, research, or social science education policy developers. It is said that the curriculum is aligned with the Association of Social Studies Education Study programmes (APRIPSI). The SER also states that especially the intended learning outcomes on the programme level marked as knowledge and specific skills had been aligned

with the association. The intended learning outcomes on the programme level differentiate between attitude (two), knowledge (three), general skills (four) and specific skills (two). Consequently, the PhD programme “Social Sciences” has eleven intended learning outcomes on the programme level. The annex of the self-evaluation report provided a matrix that demonstrates how the intended learning outcomes on the programme level are matched with the courses and the final thesis. In the field of attitudes, they include morally behaviour as citizens in line with the *Pancasila* education, and values and character attitudes. The knowledge components include the master of the philosophy of social studies and social studies education, including models and theories of the discipline, the further development of these areas, and the ability to handle research methods in different approaches (interdisciplinary and multidisciplinary). The general skills components include the application of the research outputs including problem-solving, developing research roadmaps, and the ability to carry out research relevant to international journals. The specific skills components include the further development of theoretical problems of the discipline, and the evaluation and communication of policies and models of the discipline.

The programme's structure includes course work in the first year of studies (18 SKS in the first semester, and 22 SKS in the second semester). Students are required to work on their PhD thesis from the third semester on. The course work consists of theoretical courses at the beginning, e.g., “Philosophy of Social Studies Education”, “Mapping of Social Problems”, “Socio Cultural Change”, “Critical Thinking and Writing in Social Studies Publication”, and “Theory and Model of Social Studies Education”, and one methodical course (“Methodology of Social Studies Research”). The second semester includes courses that either discipline-specific (e.g., “Diversity in Social Studies”, “Curriculum in Social Studies Education”), research-related (e.g., “Dissertation Research Design”) or interdisciplinary courses (e.g., “Global Economy”, “Indonesian National Character Education”, “Democracy and Human Rights”, or “History and Memory Education”). Except of the two latter examples (marked with two SKS), all courses have three SKS.

Experts' evaluation

a) Evaluation in 2023

This PhD programme is unique to UNNES in that the focus is on education in social science. Thus, this programme seems to attract many students who are already employed within the higher education landscape in Indonesia, and particularly within sub-fields of education and the social sciences. It thus seems to attract students who are already senior lecturers in another university in Indonesia and who are aiming to upskill and professionalise so as to garner promotions and recognition at their current places of work. And so most applicants come with some research experience. They have also fulfilled English requirements. The recruitment of research students follows standard practices with initial proposals being reviewed after discussion with a potential supervisor. The Head of the department makes final selections. This decision-making process could be further democratised with the formation of an admissions committee that uses a pre-agreed set of criteria for admissions. The typical length of study in this programme seems to have shortened over the last few years. Usually, it is not more than 4 years before students graduate. Till date, more than 20 PhD candidates have graduated from this programme.

One of the crucial needs is to further formalise and structure the programme, so that it is more standardised across all candidates and relies less on the individual training by supervisors. From the expert's perspective, the need for standardisation will provide consistency across all candidates. Currently, variations in the quality and depth of training can occur due to the reliance on individual supervisors. By establishing clear benchmarks and expectations, students can embark on their research journey assured of a uniform level of education and preparation. In order to comply with UNNES aim to internationalise their programmes, it must be stated that a standardised programme might elevate the programme's standing in the global academic community.

Based on the discussions during the site visit and the evidence submitted to the experts panel, it can be stated that the ethical component of research is only taught implicitly as part of the research methods training. Currently, there is no ethics review board at the university or at the faculty level. Consequently, it is the supervisor who is responsible for checking ethical standards of student's research. The focus here seems to be more on avoiding plagiarism (Research integrity checked through plagiarism checker online in ELENA). The experts believe that the broader spectrum of research ethics encompasses various elements, including data collection procedures, participant consent, confidentiality, and the responsible representation of findings. In order to contribute meaningfully to the global academic community and publish in internationally recognised journals, adherence to ethical standards is important. The experts believe that a formal ethics review process not only demonstrates a commitment to ethical research conduct but also positions graduates to meet the ethical requirements of reputable peer-reviewed publications. Consequently, a formal ethics review process must be part of the research training.

In terms of the curriculum, it was conveyed that a multidisciplinary research design being taught but it is unclear if this is sufficient and what actual methods are being taught. Furthermore, the core aspects of doctoral academic writing must be handled to guarantee the high-quality writing work for the doctoral level, especially in ontology, epistemology, and axiology, which are currently missing in the curriculum. There are compulsory exams in the third semester and in the second year, students are asked to submit an article to an international journal. These are good milestones that prepare students for potential academic demands, but to prevent them from only being quantitative indicators to be fulfilled, more qualitative standards and assessments need to be built into these milestones. For instance, students are asked to review 100 articles in their first semester to gain a broad understanding of a particular topic. However, this can encourage an emphasis on quantity rather than quality. A focus on developing in-depth understandings through qualitative assessments should also be developed. This will become more crucial with the seeping of AI technologies into academic writing and publication.

The final thesis can be written in either English or Bahasa Indonesia, but choosing the latter would mean that there would be a reduced pool of potential examiners, as current examination is primarily by external examiners from Malaysian universities and Indian universities. Thus, more emphasis on writing and publication in English should be encouraged so that the research can be disseminated across a wider global audience.

Regarding international students at this study programme, there only seemed to be one foreign student from Libya, and he had to return to his home country during the Covid-19 pandemic. In order to attract more international students joining this PhD programme, there should also be more funded scholarships for students from outside Indonesia as well as more opportunities created for students to present their research at international conferences and workshops. At the moment this is limited, with only a few students indicating that they had had this type of contact and feedback (for example through attending the National University of Singapore, Asia Research Institute organised workshops). This would entail opening up funding sources to students and providing incentives for international collaborations.

b) Reconsideration evaluation in 2025

The curriculum book for the Doctoral Programme in Social Sciences Education has been revised for 2024. The new curriculum can serve as evidence of a new standardized Ph.D. structure. It now outlines the intended learning outcomes, structured sequence of courses, and standardized timeline for completing the programme. In addition, students must now undertake an independent study as a preparatory step for dissertation writing. If the reliance on individual supervisor training is minimized in reality, is another question, but at least in formal terms the PhD candidates are now somewhat more independent on paper.

In 2024, UNNES has published a quite comprehensive new Code of Ethics for Research for the Faculty of Social and Political Sciences. In addition, an Academic Ethics Commission, comprising of seven faculty

members has been established in January 2024. All undergraduate, postgraduate, and doctoral students of the Faculty of Social and Political Sciences of UNNES are now required to fill out an ethical approval form from the aforementioned Ethics Commission. Examples for the form paper and a filed out ethical approval letter were also made available to the expert. This shows that UNNES takes the topic of adhering to ethical standards seriously. The requested formal ethics review process has been established.

Courses like Research Methodology and Dissertation Research Design focus on multidisciplinary approaches. The expert received four examples of seminar curricula, all of them dated January 2024. By reading the curriculum texts, the expert could detect several text passages that could be interpreted as comprehensive instructions on multidisciplinary research design, particularly in the Graduate Learning Outcomes. The expert could not check if the requested multidisciplinary approach is implemented (**Finding 1**). Seminar curricula often outline an ideal learning path, but its complete implementation in reality is rarely achieved.

In 2024, the Faculty of Social and Political Sciences published Thesis and Dissertation Guidelines in English. The guidelines state that every thesis and dissertation must have an abstract written in both Indonesian and English.

It is written that „lecturers also receive intensive training in English academic writing.“ It is, however, not clear, how and how often these trainings take place (**Finding 2**). The expert also had the opportunity to read five articles written by UNNES PhD candidates. These articles were published in Indonesian and Malaysian academic journals. It seems that UNNES is following the trend of increasing English-language publications, which is clearly visible throughout Indonesia. This is partly due to pressure from the Indonesian Ministry of Higher Education and partly due to the increasing proficiency in English among the younger, educated population.

The expert could detect four types of scholarships for international students on the provided website. Two of these scholarships are national programmes managed in Jakarta: the Kementerian Negara Berkembang (KNB) Scholarship, which is limited to students from developing countries, and the Darmasiswa Indonesian Scholarship, which is open to students from 111 countries. While it is positive that the Faculty of Social and Political Sciences is participating in these programmes, it is unlikely that many international students will find their way to UNNES in Semarang via these national scholarships.

Additionally, UNNES runs two own scholarship programmes. One is the UNNES Scholarship, which does not seem to apply to Social and Political Sciences (**Finding 3**). These subjects are at least not mentioned on the website <https://unnes.ac.id/admission/en/scholarship/>. The other, the UNNES International Class Scholarship, seems to be available for the Faculty of Social and Political Sciences. It would be useful to have information about the number of applications and scholarships granted (**Finding 4**). At least there are funded scholarships for international students.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Doctoral degree

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.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

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.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

Following the national policies for the quality assurance of higher education programmes in Indonesia, UNNES states that an internal and external quality assurance system has been implemented for all study programmes. In 2015, the university implemented the ISO 9001: 2015 quality management system and in 2018 IWA2 from PT AUR. The university level's quality assurance system follows a continuous cycle, including quality standard setting, quality standard implementation, quality standard control, and continuous improvement. As a result of this system, UNNES has developed several instruments, policies, or manuals to assure the quality of its programmes, focusing on the values in education, research, and community service of the programmes (academic policy), on the quality of the graduates (quality policy), and the implementation of the quality management system (quality manual). It is described that UNNES uses more than 30 quality procedures for the programmes for the whole student-life cycle (from admission to graduation). These instruments aim to enable the faculty and study programme leader to monitor and further develop the study programmes. Furthermore, the SER includes evidence on the teaching and learning process, the evaluation of research output, teaching and research facilities, student's progression (including GPA, attendance, classroom activities, school field introductions, meetings with academic advisors, and information on the thesis).

One of the key aspects is the evaluation of teaching and learning processes. The monitoring procedures, which apply to all programme in this cluster, include the availability of teaching materials (conducted through the SIKADU programme), the number of lecturer and student meetings (monitored through the Mulang programme), the student advisory sessions (SIBIMA) and the student thesis monitoring (SITEDI). As outlined in the SER, UNNES keeps track of the lecturer evaluation, which students hand in at the end of each course. These evaluations are based on the lecture materials, didactical competencies, and quality of the course. The results of these evaluations will be analysed and shared with the teaching staff of the respective courses. The SER indicates that the university uses an integrated academic system (called SIKADU 2.0), which teachers can use for the internal management of the courses (attendance, timetables, grading of students). Furthermore, the class attendance, class activities, internship reports, and the examination for all courses can be monitored by the systems used at UNNES.

Also, it is outlined that periodical review with programme-specific stakeholders is carried out. This covers workshops involving stakeholder representatives, policymakers, and similar programme leaders. A review of the curriculum takes place at least every four years, if needed, even every two years. The feedback also includes the relevant infrastructure, laboratories, IT facilities, and student services.

Experts' evaluation

a) Evaluation in 2023

UNNES has implemented a comprehensive system of quality assurance, underpinned by a series of well-defined procedures and activities. At the forefront of this framework is the BPM (Quality Assurance Unit) at the university level, which carries out a regular cycle of quality assurance. Moreover, UNNES adheres to the ISO 9001:2015 standards, further underscoring its commitment to maintaining high levels of quality and excellence.

A structured reporting mechanism ensures transparency and accountability in this process. It had been discussed that study programmes provide updates on their achievements to the respective faculties on a quarterly basis. At the end of each year, the BPM conducts a thorough evaluation of all study programmes across the university, consolidating a comprehensive overview of accomplishments.

Internal auditors play a critical role in this evaluation process. They are tasked with conducting internal audits annually, a meticulous examination carried out by members of the Quality Assurance Team. On a complementary note, external audits are administered by the National Accreditation Body (BAN-PT) once every five years. These external audits hold significant weight as they determine the accreditation status of the Study Program.

The scope of UNNES's quality assurance efforts is extensive, encompassing multiple facets of academic life. This includes the meticulous evaluation of the teaching and learning process, an in-depth scrutiny of research outcomes, an assessment of academic staff performance, an evaluation of the quality of teaching and research facilities, a thorough examination of stakeholder feedback, and a comprehensive review of student progress. Such a holistic approach ensures that the university remains dedicated to the pursuit of excellence across all dimensions of its educational endeavours.

It was confirmed in the online site visit that relevant stakeholders such as labour market representatives and alumni are currently involved in the quality assurance process but only in informal and individual setups. From the experts' point of view, there are two points in UNNES' quality assurance process that need to be addressed: Structural collection of data collection from the industry and student's feedback on the further development of the curricula.

The experts argue that labour market representatives might possess firsthand knowledge of the current trends, technologies, and skills in their respective industries. Currently, these individual setups are clearly helpful but a structural approach via meetings of relevant stakeholders of a broader range will ensure that programmes are aligned with industry needs, enhancing graduates' employability and facilitating a seamless transition into the professional world.

The experts also understand the traditional approach of collecting data from students on the respective study programme. However, it is believed that the involvement of students and alumni in the further development of the study programme is crucial. It is expected that this empowers students to have a voice in their education, leads to learner-centric programmes that cater to their specific needs, and fosters a sense of ownership and commitment, ultimately enhancing their motivation, satisfaction, and academic success.

b) Reconsideration evaluation in 2025

The Faculty of Social and Political Sciences confirmed that the programmes apply a full Plan–Do–Check–Act (PDCA) cycle to curriculum design and development. A meeting with relevant stakeholders of a broader range (national and local government, alumni of UNNES, academics from other universities, etc.) took place on January 2024. In addition, the expert could read several feedback papers, in which various reforms with regard to the curriculum were proposed. Most of them recommended more field trips and collaboration with non-academic institutions.

The meeting results look quite promising, but the expert is not sure whether a) this was only a single meeting with no follow-up meetings planned, and b) some of the proposals and recommendations of the participants will be implemented or not (**Finding 5**).

Conclusion

The criterion is fulfilled.

3. Learning and assessment of students

Doctoral degree

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]

Description

Learning and teaching

The teaching process for the PhD programme is described as more independent. The primary goal of the programme is that lectures are designed as student-centred and discussion-focussing lecturers. It is assumed that the theoretical background of students is already relatively high, thus, it is expected that students are able to discuss and further develop theories during the discussions. It is said that in every lecture, students will be trained to compile reports as scientific papers or articles. Consequently, the lectures also cover contents of academic writing and anti-plagiarism. The curriculum includes a journal review course for the screening process of suitable journals (be it national or international).

Assessment

Regarding the assessment type of courses, the SER states that the approach and the examination type highly depend on the course level's intended learning outcomes. In general, there are two types of examination: a paper-based examination, and a performance-based examination. While typically theoretical courses will have a paper-based examination, a performance-based examination or a project will be used in course that combine theory and practice. The final project includes an oral defence. Students will have to present their scientific paper, and the examiners will raise some questions for a deeper understanding. These examination types are clarified in the UNNES Academic Handbook. According to the SER, students have the chance to appeal against an examination result. The SER includes an appeal procedure flow.

The SER states that students in the PhD programme are primarily assessed by paper-based test and project-based assessments. Written exams are mainly carried out in theoretical courses. They can be paper-based or online. Project-based assessments are implemented in the courses when the application of knowledge is focused on a course.

Experts' evaluation

a) Evaluation in 2023

It is good that UNNES mentions in the SER the active role of students in the learning process, problem-based learning activities, and courses that focus on smaller research projects. It seems that the university is aware that the traditional teacher-centred approach has been outdated. It was good to hear in the interviews that the teaching process for the PhD programme is described as more independent compared to other programme levels. This is not self-evident in Indonesia (and other international) universities. Based on the answers from interviews with UNNES students and lecturers, it seems that the methods of teaching and learning show some flexibility towards those with special needs, such as parents with children.

In terms of the clarity of assessments, lesson plans do not detail what are rubrics of assessment. For e.g. in lesson plans Formative assessment is listed as 30% and daily assessment is 50% but this is not broken down in terms of what each component entails. (e.g., formative assessment has six aspects, but these are not

detailed). It is unclear how expectations are conveyed to students in terms of how they are supposed to fulfil this criterion. It was also conveyed that project-based assessment is individually assessed, which would be confusing for students who may expect to be assessed as a group. These kinds of rubrics and grading metrics need to be made clearer for students in order to understand how the learning outcomes are being understood and operationalised.

The methods of learning and teaching as well as assessment formats at the social science study programmes do in general not support enough an interlacing of theoretical and practical aspects. A lot of the seminars are designed to improve character-building for the students and neglect the practical aspects which are necessary for a job in the private sector. Students are therefore not trained enough to transfer their knowledge to situations outside the university context. According to the answers of students, assessment regulations and procedures are generally defined and accessible (including grading scales) to students via the electronic data system of UNNES. The students seem to be well informed about the timing of the exams. There is no general office dealing with student appeals, but they have to deal with their individual lecturers. Regarding PhD students, the interviews with the supervisors and the PhD students showed a very close personal relationship between the two. On the one hand, this can foster the academic progress of the research work undertaken by the PhD student. Specifics of examination procedures, questions concerning the recognition of individual achievements, status of publications, and the timescale for publications are thus communicated quickly and transparently. On the other hand, such close relationships can create dependencies and tensions. Therefore, it is necessary to install a more transparent and less lecturer-dependent procedure regarding complaints and appeals for the study programme.

b) Reconsideration evaluation in 2025

The expert saw the newly developed rubrics for participation, project outcome, assignments, quizzes, and exams in five sample lesson plans. The percentages for the midterm and final exams (together accounting for less than 50 percent of the grade) seem a bit low. Overall, however, it appears that there are now clear rubrics for student assessments in the seminars.

The Faculty of Social and Political Sciences has now a website online, in which students can fill out a form paper to ask for a change of their grade. It is, however, not directly clear if the procedure is less lecturer-dependent, since the grade revision form cannot be filled out online, but needs to be printed and later signed by the lecturer.

The website for general complaints (alternatively also aspirations and information) can be filled out online and submitted. However, it is not yet clear to the expert how the submissions are handled and who is responsible for answering (**Finding 6**).

Conclusion

The criterion is partially fulfilled.

4. Legal status, admission and certification

Doctoral degree

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.

[ESG 1.4]

Description

Admission

The admission procedure follows national regulations which have different levels: the national selection of state universities (SNMPTN), respectively the joint selection of state universities (SBMPTN), and independent selection procedure at UNNES (SM-UNNES). While SNMPTN and SBMPTN are based on the state university entrance examination results, SM-UNNES is applicable for students with extraordinary achievements in sports or arts and who have passed an English language plus an academic potential test. Furthermore, these students must provide evidence that tuition fees and expenses during the study periods will be covered. The higher education institution publishes the different possibilities to enrol at UNNES on its homepage. Currently, there is no information given about the recognition mechanism at UNNES.

The SER shows data on the applicants the respective programmes and students enrolled in the programme for the last five years (2017 – 2021). The data show that the programme's enrolment quota has been stable without any significant dropdown in the last years. Following the instruments as mentioned above for quality assurance of the programme, the teaching staff and the programme management can use the internal platforms to monitor students' progression. The current numbers of students 27 students (16 male and 11 female) for the PhD programme "Social Sciences Education".

Progression

To monitor the progression of students, students receive academic guidance services, mentoring, and activities for self-development. The SER states that each student has an academic supervisor assigned when enrolled at UNNES. The academic guidance is supported by an application that facilitates the communication. The application also tracks and records the entire process. The SER includes a table with current enrolled students, unrolled students, dropped out students, and information on the timely graduation. In case students are at risk of dropping out of the programmes (GPA lower than 2.0), the departments have implemented specific guidance, consultation and monitoring procedures for students. However, the drop-out rate aim is described as less than 1%.

Recognition & Certification

After completing the respective study programme, graduates will receive documents that describe the student's qualification and competencies. They will receive the degree certificate, transcript of records and the diploma supplement. Examples are annexed to the self-evaluation report. PhD graduates will receive a Dr. Phil. Degree.

Experts' evaluation

a) Evaluation in 2023

The admission procedures for the programme are described and made available to prospective students via the university's website. During the study visit discussions, the experts were informed that the admission for the PhD programme students depend also on their research focus and interest, which should be aligned with the professor's field of expertise. It was stated that usually professors know their students from previous programmes (Master and/or Bachelor) and therefore it is easy for them to make recommendations on the student admission to the program.

In general, the progression of students is well monitored: professors and in particular students' supervisors/advisors, who are assigned to each student, closely follow students in their study path and are monitoring and keeping in touch both through formal systems (SIDAKU platform, regular consultations) and more informal means, as WhatsApp groups. Students shared positive feedback during the discussions with the panel of experts about counselling support and frequent feedback exchange with professors. Especially for students

who do have a family or working commitments (for instance, they teach in a school or work already as lecturers and are carrying out the PhD programme at the same time), there is a certain level of flexibility and hybrid options so that they are able to continue their studies while having a family or working somewhere.

To better keep track and evaluate students' progression and at the same time understand what the feasible and optimal duration of a study programme is, data on progression of students from the PhD programme must be separately collected and analysed. In addition, during the study visits, the PhD teaching staff informed the experts that there are part-time and full-time PhD students. From the data shared by the university, it seems that PhD students take longer time to finish their studies than the period planned (between six and eight semesters). This might depend on the fact that some PhD students are parallelly working and are carrying out a PhD later in life and therefore might have families already. It is important not only to provide support to these students, as is the case from the feedback the experts received by the student representatives, but also ensure a clear tracking of the different students' progressions.

Regulations regarding the recognition of competences and transfer of credits from other higher education institutions are available in the main website but it is not clear whether they apply to the study programmes under evaluation. It is positive to note that the university motivates students to participate in various self-development competitions, trainings, conferences. The certificates acquired by students in recognition of their effort and achievements will constitute valuable evidence for their future career steps.

After the completion of the studies, students receive the degree certificate, transcript of records and the diploma supplement. Certificates and results of competitions carried out by students are also included in the student file.

b) Reconsideration evaluation in 2025

The data collection of students is now taking place. It seems that data collection programmes like Sitedi and the university-wide progress dashboard Satu Data efficiently collect on the progression of students and monitor their advancement.

Conclusion

The criterion is fulfilled.

5. Academic level of supervisory staff

Doctoral degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

Following national regulations, the recruitment systems at higher education institutions in Indonesia are identical at all HEIs. The requirements describe the prerequisites of applicants covering applicants' educational background, expertise, and experience. It is stated that the minimum academic qualification for a lecturer is a master's degree, while for other academic staff members it may vary depending on the needs of the programme. Lecturers at UNNES can be divided into three different status types: Civil Servant Lecturers (PNS; called permanent lecturers), Contract Lecturer, and Adjunct Lecturers (both declared non-permanent

lecturers). It is stated that the overall workload of teaching staff is evaluated annually. The workload includes time for education, but also time for research and community service. University-wide, the lecturer has to perform a minimum workload which is an equivalent to twelve credit points. In case lecturers work more than this equivalent, they will get a bonus in remuneration. The general teaching workload for full-time lecturers is 38 working hours per week (for civil servant lecturers), which refers to twelve credit points. In case of changes in the teaching body due to retirement, it is stated that the process to replace this person starts six years before the actual retirement to use the knowledge and expertise and continuous development within the teaching body. The documentation includes information on the CVs of teaching staff.

The SER outlines that UNNES supports the teaching staff to participate in several career development possibilities. The possibilities cover degree-related development options (support for PhD studies) and personal development plans. The support is organised by the head of the study programme and faculty leaders. UNNES offers lecture management and method training programmes that focus on an applied approach in teaching concerning the professional development of staff. This is carried out as workshops and training. Discipline-related and competency-related development of staff (including non-academic staff) is carried by providing training and workshops at UNNES and outside the higher education institution. This includes ISO certified training and workshops to administrative staff.

The PhD degree programme “Social Sciences” has, according to the self-evaluation report, six full professors, and four associate professors. The overview presented in the SER shows that currently all are PhD holders.

Experts' evaluation

a) Evaluation in 2023

The teaching staff at UNNES range across from full professors to lecturers. During the online site visit, there also appeared to be a range in terms of seniority and gender diversity amongst the faculty. Faculty members in general seemed happy about the opportunities for development made available to them at UNNES. However, there was some expression of desire for greater internationalisation opportunities.

The university leaders have provided adequate numbers of teaching staff at various levels of qualification as well as numbers of students. The lecturer-to-student ratio seems to be manageable, and students and lecturers seem to have close working relationships as they have a lot of face-to-face contact during lessons. This means that communication options and opportunities to recruit student research assistants to assist with faculty's research projects are numerous. The lecturer profiles are very wide in terms of the subject areas covered and the types of research that faculty undertakes. The fit between supervision of students in postgraduate degrees and supervisor specialty is thus unclear as dissertations also seem to cross over a wide range of subject areas.

In terms of fostering a research environment for the faculty, here is where much effort has been made. There is a Pancasila research centre which focuses on the character and history of the nation and region, and GIS/integrated geography research institutes and laboratory as well. In future, there could be more research centres established that are tied more to the focus of faculty research projects. 10% of the total budget of the university has been reserved for research. All lecturers are provided with resources for research through competitive grant schemes. This is a welcome development and speaks to the commitment of UNNES in improving its faculty's' research profiles. For the next step in this process, more should be done to aid with faculty to internationalise their research through publication in higher ranked and more internationally recognised journals. This should be combined with matching international standards in research management and publication. For instance, all faculty conducting research should be required to undertake an ethics training course similar to CITI, and regular updates of this should be encouraged, particularly for those working with people and communities directly, but also for those working with secondary data sets and online sources.

Staff development could be improved over a number of areas. Firstly, in the area of research supervision and management of graduate student projects. More training should be provided. Department has regulation that students and supervisors have to meet every four months and has to record in the student profile system (Sikadu digital programme to keep track of consultations). The Vice Dean of academic affairs and Heads of Department monitor this process. But generally, there is no training for faculty. This should be professionalized further in terms of staff training in management of research students and teams. In particular, there should be more trainings for lecturers on the supervision and handling of PhD students and their research projects with an emphasis on research ethics and ethical practices in supervision, as the power dynamics between supervisors and students can lead to potential incidents of exploitation or abuse. There do not seem to be adequate checks to safeguard against such potentialities.

At the moment, much of the exchange takes place with regional universities, with 95% from Malaysia. Longer exchanges perhaps for a semester or a year should be encouraged and supported by the university. This would not just allow teaching faculty to gain international exposure, but incoming foreign faculty would also expose students to international experiences and research. Much of this depends on a match in language capacities. Thus, if the university was to run more courses in English, this would greatly expand the available pool of visiting researchers and teaching faculty.

Staff development should also include more regular training with regards to pedagogy. This is especially in relation to student-centred learning techniques that do not just rely on older more traditional models of knowledge dissemination. At the moment, there are two models of workshop for new lecturers. One on Instructional techniques to improve professional competency. And an applied approach workshop that profiles some models of teaching and learning. These are available and taken up typically by new faculty upon joining the teaching staff. There are also specific workshops on technology use e.g. how to access international publications, how to write a good reference and use a reference manager.

Teaching staff also should update their knowledge so that they can teach a broader range of topics that are reflective of new social phenomenon. This should be done through attending conferences on a regular basis and accessing journals for more up-to-date literature in specific topic areas. The continual fine-tuning of course content should be encouraged and supported with regular peer review and training courses. In this respect, the development and institution of a teaching development academy or centre for teaching and learning at the university or Cluster level would be beneficial.

Teaching staff could need more English language training and conduct more English language seminars/courses to enable more international students to join the student body and increase diversity in the university. English language training would also mean that teaching staff will be more comfortable in using more English language texts in teaching. This may mean that higher English language requirements must be made a requirement. (e.g., 450 TOEFL is too low).

b) Reconsideration evaluation in 2025

The expert highly commends the measures taken by the University to increase internationalization and encourages UNES to continue and enhance their efforts in the future:

From the expert's perspective the number of publications in higher-ranked and globally recognized journals have been increased, but is still quite limited, while on the other hand there is still the potential for an increase in the coming years from a new generation of professors/lecturers who are more internationally oriented. It is laudable that in April 2024, a workshop called "Manuscript Clinic" was held, but this needs to be a regular event, like two times per year. A letter from the rector of UNNES shows that funds have been imbursemented for research and community services. This is certainly a motivating incentive for publishing in international and

higher-ranked journals, but most funds were given for community services and not for research results. From the Faculty of Social and Political Sciences there is only one person mentioned.

It seems that the requested trainings for lecturers on the supervision and handling of PhD students as well as the regular training sessions with regards to pedagogy have been implemented.

There have been several examples of international cooperation with academic institutions from Singapore, Japan, Taiwan and Malaysia. It is very difficult to assess their impact from an external perspective. With regard to offering more English language training for teaching staff there are no specific courses (**Finding 7**), yet the faculty only offers in partnership with the university's international office some subsidized and rather general TOEFL/IELTS preparation courses.

Conclusion

The criterion is fulfilled.

6. Support and research environment

Doctoral degree

Guidance and support are available for students which include advice on achieving a successful completion of their studies.

Appropriate facilities and resources are available for learning and research activities.

[ESG 1.6]

Description

Being a public university, the Ministry of Education and Culture of the Republic of Indonesia funds the learning facilities for the programmes. The programmes' relevant budget is distributed from the UNNES budget to the faculty budget, and then to the respective programmes. In general, the budget focuses on three pillars (teaching, research, and community service).

UNNES provided information on the faculty funding and the postgraduate school funding differentiating between different categories: education and teaching, research, community dedication, learning facilities, and human resources development.

The SER lists facilities on different levels: university, faculty and study programme level.

On the university level, students have access to several different facilities. Following the self-evaluation report, UNNES offers sports facilities, a student activity centre (that can be used for student activities such as arts or student organisation meetings), the cafeteria, the technology information centre, or the health facilities. Furthermore, students have access to the Wi-Fi installations and the e-learning software (e.g., Turnitin, NVivo software), the mosque or other religious multipurpose rooms, the university counselling room or the entrepreneurship building.

The Faculty of Social Sciences at UNNES, students have access to the cafeteria, the sports facilities, the student gazebo, and the Museum of Social Conservation (for audio-visual learning). In addition, the students can use the parking lot at the faculty.

On the study programme level, the SER lists several facilities such as classrooms (between 8-10 rooms per programme), a lecturer room, a microteaching room, the thesis exam room, a student interaction room, a counselling room, and a podcast space. The facilities also offer support to students with special needs.

Experts' evaluation

a) Evaluation in 2023

The course descriptions, found on the ELENA digital platform, provide comprehensive information, including subject content, teaching and learning methods, assessment methods, and expected workload, both for self-study and in-class hours. While formal course description sheets are available, specifying subject content and teaching methods on a session-by-session basis, the intended learning outcomes are consolidated in a separate document.

Organisational overlap among courses is of no concern due to the limited number of electives offered to students, which are concentrated in the fifth semester of the Bachelor's program. Aside from these electives, all programmes adhere to a fixed course order. However, on the PhD level, the majority of graduates have not completed within the expected four-year timeframe. Recent data, though, shows improvements with more students finishing on time. Notably, students now must present a plan at the beginning of their PhD programme outlining their strategies for timely completion. In terms of content overlap, there are some concerns regarding the similarity of course titles both across and within the evaluated undergraduate programmes.

The assessment indicates that the study programme effectively fulfils the criterion concerning appropriate material resources necessary to achieve the intended learning outcomes. The ELENA platform serves as a valuable teaching tool, enabling lecturers to upload materials and facilitating direct communication with students through platforms like Telegram. Approximately 80-90% of teaching staff actively utilise the ELENA system, with reminders from department heads encouraging consistent usage among all lecturers. Moreover, the programme showcases its commitment to providing current and specialized equipment aligned with professional standards through dedicated laboratories tailored to different student profiles, including the micro-teaching laboratory, democracy simulation room, computer laboratory, and podcast room. Additionally, the utilisation of Turnitin for plagiarism checking further enhances the program's resource availability.

While the national mobility afforded to students through the MBKM exchange and internship programmes are a great asset for the intended learning outcomes that centre on the profile of teacher education, further developments for students with a more research-oriented learning profile would be warranted. However, the internship options that were described by the teaching staff, students and labour market representatives are still limited in their scope and field of application and they are more related to teaching at school. In view of the internationalisation of these study programmes and in line with UNNES vision and mission, more internship options should be amplified in different fields (private and public companies, NGOs, governmental offices, international institutions, research institutes, etc), in particular to improve the university's capacity to attract talents at the national and international level. Internship placements would have to better reflect the different occupational profiles (and potential future ones that could be introduced after this evaluation) that the study programmes foresee.

International exchanges are, with exceptions on the PhD level, limited to digital participation in online courses. This however cannot replace the scope of experiences and networking opportunities that in-person international exchanges provide. In light of the ambition to internationalise, further support of international student mobility on all levels would be recommended.

Appropriate material resources and equipment for the laboratories of study programmes are available. Moreover, the faculty boasts an impressive range of laboratories catering to different student profiles, such as the "micro-teaching laboratory," the "democracy simulation room," a computer laboratory for data processing and audio-visual media creation, and a dedicated "podcast room." Additional facilities include a visual room (cinema), separate exam rooms, guidance rooms, and department-specific student rooms. The presence of a specialised library for social sciences with a designated librarian, alongside a general library with learning

spaces, reading areas is another important resource. While it has been noted that the teaching rooms in the graduate programme are equipped with 65-inch televisions and some with interactive LCD displays, the availability of projectors in every classroom remains unclear. However, students have expressed positive feedback regarding the hybrid teaching capabilities of their programs. It is important to acknowledge that while students are highly satisfied with equipment availability, the student organization HIMA has reportedly advocated for improvements in studying conditions, particularly in terms of facility quality.

Students are provided access to an appropriate amount of literature, journals, and academic sources necessary for achieving the intended learning outcomes. The library is sufficiently well-stocked, particularly in relation to the training of teachers, offering relevant materials that align with the program's objectives. To encourage a more international scientific outlook, the university can consider to provide some additional subscriptions such as JSTOR. In terms of material access, specific areas within the library allow access to materials curated by individual professors, including textbooks and other resources. Furthermore, the utilization of the ELENA platform enables direct digital access to material provided by the teachers themselves. Moreover, the university possesses several Scopus-indexed journals, including a dedicated journal for "science education," which proves valuable for PhD students. Additionally, students can also get first publishing experience through smaller, nationally accredited digital journals.

Student advisory services are institutionalised in an exemplary manner. Students have access to comprehensive counselling services at different levels, including the university, faculty, and department. These services encompass career advice, health-related counselling, spiritual counselling, and counselling for various special needs. Prior to the start of courses, a campus orientation is conducted, serving as an introduction to various aspects of the program, including the ELENA and SIKADU digital platforms. This orientation also provides new and potential students with an opportunity to familiarize themselves with the faculty's resources and tools, as well as counselling services, ensuring students are aware of the resources and support available. Moreover, individualized advising is offered, with each student being assigned a dedicated guardian lecturer who provides support and personal guidance through regular meetings (four per semester). These counselling sessions cover a wide range of issues, including but not limited to career development in relation to the choice of elective courses and finding internship placements. Students have described these relationships as highly supportive, and communication with advisors is facilitated through various channels such as phone, chat, or face-to-face meetings. The faculty demonstrates high consistency and availability of teaching staff members for frequent consultation hours, ensuring students have ample opportunities for guidance and support. The experts consider the strong capabilities of all reviewed programs, even at the undergraduate level, to provide regular, individual counselling to every student as a highly valuable asset. These counselling offers also seem to successfully counteract some of the previously mentioned minor concerns, such as potential for confusion among students due to unclear course titles.

Various measures are in place to accommodate a diverse student body. Economic diversity is addressed through the adjustment of tuition fees based on students' economic levels, with the lowest fee grade being 0.5 million IDR. Government grants are available and utilized by approximately 23% of students. Special achievement grants, which waive tuition fees and provide living cost reimbursements, further support students. Mental health support spaces, a mosque, a multipurpose religious room, recreational facilities such as a golf course, swimming pool, and tennis court, a health centre, an international student dormitory, a student service centre for counselling, and a small park contribute to the holistic well-being and diverse needs of students. Personal connections between students and teaching staff through social media platforms like Telegram enhance flexibility and support. Furthermore, block-format and hybrid courses are provided at the PhD level to accommodate students' multiple obligations and facilitate remote participation. The existence of wheelchair-accessible pathways demonstrates a commitment to inclusivity. However, it should be noted that gender equity decreases at higher academic levels. While individual considerations are given, such as the possibility to participate

remotely, flexibility with deadlines, and other empathetic approaches, no institutionalised support, such as childcare assistance for studying mothers, was mentioned. Although affected students reported satisfaction with the flexibility they were granted, the university can consider the repercussions of this flexibility on their academic success. Overall, the study programme still demonstrates a comprehensive and inclusive approach in addressing student diversity through various resources and support mechanisms, successfully fulfilling the criterium.

b) Reconsideration evaluation in 2025

Regarding amplifying more internship options outside the teacher's education path, the answers provided in the "Fulfilment of findings" paper are not clear. The information about the PMDSU scholarship is very limited so that the expert cannot assess how many participants made use of it. Student exchange programmes are mentioned but not elaborated, so it is very difficult to assess if they work in practice (**Finding 8**).

Conclusion

The criterion is partially fulfilled.

7. Public information

Doctoral degree

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.

[ESG 1.8]

Description

The necessary information on the study programme can be accessed primarily on the homepage of the higher education institution; however, the programmes are also advertised on social media. Students have access to the intended learning outcomes, course descriptions, and course information via the online platform when being enrolled. General information on the overall structure is provided in the Academic Handbook, which is regularly updated. Furthermore, UNNES publishes all necessary information concerning the admission regulations (including the different paths) the qualifications awarded, and the teaching, learning, and assessment procedures for the respective study programme. The admission requirements are published on the UNNES homepage and via print and television mass media, radio and online media.

Experts' evaluation

a) Evaluation in 2023

Information is provided to the public regarding the study programme, intended learning outcomes, admission procedure, qualification awarded, and teaching, learning and assessment procedures. General information is available, for instance general requirements, registration time, execution of the test for the PhD programme, etc. However, no specific prerequisites are found on the individual websites of study programmes. The prerequisites must be individualised for each study programme and published on its webpage. In particular for PhD students, in order to structure more formally this procedure and provide more transparent and clear information to prospective students, especially in view of the internalisation of the study program, it could be useful to list professors' research focuses on a section of the individual study programme website and provide this information also in English for international students.

Furthermore, it is advisable to provide information on research grants, especially for international students who might not be working already in universities/schools (as it is often the case for Indonesian PhD students, as described by UNNES teaching staff) and who would need financial support to conduct their research and/or cover expenses of a certain period at UNNES (for instance in the framework of a research exchange). In fact, while in the university's website, it is written that scholarships are available for students who enrol in international classes, there are other pages where they refer to scholarships provided by the government, who should be available for any program. More clarity would ensure a better access to students in need of this support. Further information concerning research collaborations, international events and conferences should be included in the departments' websites.

In terms of fulfilling the criterium for public information, the study programme demonstrates a general presence of extensive information across various online platforms. The university, faculty, and departmental websites provide information about the accredited undergraduate programs, including their intended learning outcomes, selection procedures, qualifications awarded, as well as some information about teaching, learning, and assessment procedures. Additionally, student organisations and UNNES career Instagram accounts contribute to sharing information on upcoming events and programme aims. Each department has its own website, offering specific information related to the respective programs.

On a more detailed level, some specific aspects are missing or require improvement. Some links on the main website do not work as intended, such as the redirection to the faculty of social sciences, and the connection to the alumni page. Also, content on the website of the PhD programme is missing, as for instance under the "student work" and "alumni" sections. More importantly, the availability of curriculum for the PhD programme is unavailable on the departmental websites, while the focus is solely on the Bachelor's level. Additionally, there are discrepancies between the submitted curricula and those available online, including differences in course names and credit values. The university has to regularly check on missing contents, errored links and up-to-dateness of the website.

Lastly, the limited availability of English translations restricts access for international stakeholders. Therefore, it is essential to address these concerns by rectifying the discrepancies in curricula and course descriptions and ensuring the presence of PhD programme details on the relevant websites as well as to expand the availability of information in English translation.

b) Reconsideration evaluation in 2025

All the requested information has been set in Indonesian and English language on the university website. This certainly improves the study programme's transparency to externals.

The requested changes on scholarships have been implemented on the website. The research grants, however, are a bit unclear, since from the main website with a very general text (<https://unnes.ac.id/fisip/fisip-unnes-researchers-win-national-research-grants-from-drtpm/>) The link leads to a possibly internal website on Google Drive. This could be improved. The list of grants shows that most research publications are still in Bahasa Indonesia.

The website has been improved and the sample checks on certain validate the up-to-dateness of the relevant webpages.

Conclusion

The criterion is fulfilled.

Recommendation of the expert

The expert recommends accrediting the **PhD programme “Social Sciences Education” (PhD)** offered by **Universitas Negeri Semarang (Indonesia)** with conditions.

Findings:

1. It must be made clearer how the requested multidisciplinary approach is implemented in the curriculum.
2. UNNES has to describe how and how often the English training take place.
3. UNNES has to describe whether the UNNES Scholarship applies to students of the study programme „Social Sciences“.
4. UNNES should provide information about the number of applications and scholarships granted.
5. UNNES should provide further information about the frequency of the meetings and should describe how proposals and recommendations of the participants will be handled.
6. UNNES must provide further information regarding the follow-up of grade change requests and complaints.
7. UNNES should continue and enhance their efforts for internationalization.
8. UNNES has to provide further information about
 - a) the internship options outside teacher’s education path and
 - b) international student mobility.