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FINAL REPORT

IPB UNIVERSITY

ECONOMICS

DEVELOPMENT ECONOMICS (BACHELOR OF ECONOMICS)

RESOURCE AND ENVIRONMENTAL ECONOMICS (BACHELOR OF ECONOMICS)

ISLAMIC ECONOMICS (BACHELOR OF ECONOMICS)

May 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “DEVELOPMENT ECONOMICS” (BACHELOR)
- “RESOURCE AND ENVIRONMENTAL ECONOMICS” (BACHELOR)
- “ISLAMIC ECONOMICS” (BACHELOR)

OFFERED BY IPB UNIVERSITY, BOGOR, INDONESIA

Based on the report of the expert panel, the comments by the university, and the discussions of the AQAS Standing Commission in its 29th meeting on 18 May 2026, the AQAS Standing Commission decides:

1. The study programme “**Development Economics**” (Bachelor), offered by **IPB University**, Indonesia, is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The study programme 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.

2. The accreditation is given for the period of **six years** and is valid until **30 June 2032**.
3. The study programmes “**Resource and Environmental Economics**” (Bachelor) and “**Islamic Economics**” (Bachelor), offered by **IPB University**, Indonesia, are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

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 period of twelve months.

4. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 June 2027**. The confirmation of the fulfilment of the conditions might include a physical site visit within the period of twelve months.
5. The accreditation is given for the period of **six years** and is valid until **30 June 2032**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.

Conditions

Resource and Environmental Economics (Bachelor)

1. The connection between theoretical and methodological approaches needs to be strengthened in the curriculum, e.g. by adding an introductory course.

Islamic Economics (Bachelor)

2. A specific course on Qawa'id al-Fiqh must be included in the curriculum to ensure students gain the full theoretical foundation of the Islamic Economics field.

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

All programmes

1. It is recommended to include the history of economic thought more strongly in the curriculum, either via a distinct course or via inclusion in already existing foundational courses.
2. It is recommended to expand the interaction between the three programmes to further improve the quality of teaching and research across the programmes.
3. It is recommended to include an explicit question on student workload in the survey forms.
4. It is recommended to issue a more detailed diploma supplement to facilitate and enhance international comparability and transparency.
5. IPB University should more strongly include the involvement of international teaching staff in their faculty planning.
6. International high-level publications should be even more supported to bolster the reputation of IPB and the Department internationally.

Additionally for the Development Economics (Bachelor) programme

7. It is recommended to develop specialised courses covering crucial topics of the field such as poverty economics to foster the students' theoretical foundation.

Additionally for the Resource and Environmental Economics (Bachelor) programme

8. The topics of climate economics and global economic issues as well as methods on behavioural approaches should be featured more prominently in the curriculum.
9. Qualitative approaches should be included more systematically in the curriculum.

Additionally for the Islamic Economics (Bachelor) programme

10. Qualitative approaches should be included more systematically in the curriculum.
11. It is recommended that students take the Indonesian Economics course offered by the DE programme to further expand their theoretical foundation in the field of Economics.

With regard to the reasons for this decision, the AQAS Standing Commission refers to the attached expert report.

EXPERT REPORT

ON THE STUDY PROGRAMMES

- “DEVELOPMENT ECONOMICS” (BACHELOR)
- “RESOURCE AND ENVIRONMENTAL ECONOMICS” (BACHELOR)
- “ISLAMIC ECONOMICS” (BACHELOR)

OFFERED BY IPB UNIVERSITY, BOGOR, INDONESIA

Visit to the university: 10-12 February 2026

Panel of experts

Prof. Dr. em. Hermann Waibel	Professor of Development and Agricultural Economics, Faculty of Economics, University of Hannover (Germany)
Prof. Dr. Jana Stöver	Environmental and Resource Economics, Faculty of Economics and Computer Science, University of Applied Sciences and Arts Hannover (Germany)
Prof. Dr. Asmak binti Ab Rahman	Department of Shariah and Economics, Academy of Islamic Studies, Universiti Malaya (Malaysia)
Mr. Jörg Kinnen	Diplomat (ret.), Federal Foreign Office of Germany (Germany) (representative of the labour market)
Mr. Teo Mayer	Student of Economic Policies for Global Bifurcation (EPOG Erasmus joint Master), Germany (Germany) (student representative)
Coordinator	
Jana Newiger	AQAS, Cologne, Germany
Eylem Inanici	

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 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 programmes **“Development Economics”** (Bachelor of Economics), **“Resource and Environmental Economics”** (Bachelor of Economics), and **“Islamic Economics”** (Bachelor of Economics) offered by **IPB University**.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). 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 can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in September 2023. The university produced a Self-Evaluation Report (SER). In June 2025, 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 of statistical data of the student body
- the CVs of the teaching staff
- information on student services
- course descriptions
- 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 on 8 September 2025. The final version of the SER was submitted in November 2025.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the discipline, 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 January 2026. 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 at the university took place from 10-12 February 2026. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with 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.

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 18 May 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In June 2026, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

IPB University

IPB (Institut Pertanian Bogor) University was established in 1963 and aims to become a leading techno-socio-entrepreneurial university in the fields of agriculture, marine sciences, and tropical biosciences, according to the Strategic Plan 2024-2028. IPB's Strategic Plan reportedly includes education and teaching activities, research, and community service in agricultural sciences and disciplines that support the broad development of agriculture for Indonesia's agricultural development, with a primary focus on tropical agriculture, including basic sciences, marine sciences, engineering, humanities, health, economics, business, management, communication, as well as social and political sciences. The implementation of the Strategic Plan is said to be coordinated under the Rector, assisted by four Vice Rectors and the Secretary of the Institute. Institutions, bodies, and the Internal Audit Office are directly under the Rector. Undergraduate and postgraduate programmes are conducted by study programmes under faculties/schools. Faculties/schools at IPB University include (1) Faculty of Agriculture; (2) Faculty of Fisheries and Marine Sciences; (3) Faculty of Animal Science; (4) Faculty of Forestry and Environment; (5) Faculty of Agricultural Technology; (6) Faculty of Mathematics and Natural Sciences; (7) Faculty of Economics and Management; (8) Faculty of Human Ecology; (9) Faculty of Medicine; (10) School of Veterinary Medicine and Biomedical Sciences; (11) Vocational School; (12) Graduate School; and (13) School of Data Science. There are 17 vocational programmes, 42 undergraduate programmes, 57 Master's programmes, and 43 Doctoral programmes. In total, IPB University serves 33,318 students, with 1,445 lecturers and 1,490 educational staff, according to the SER.

Financial resource allocation is said to be conducted based on the Allocation Proportion for Educational Costs in Vocational, Undergraduate, Professional, and Postgraduate Programmes at IPB University. The allocation proportion to Departments and Faculties includes course implementation costs/BPMK and Educational Quality Improvement Costs (BPMP), covering overhead educational costs, daily office needs, utility subscriptions, building maintenance, and cleanliness.

Faculty of Economics and Management

The Faculty of Economics and Management (FEM) was established in 2001 and comprises five Departments: (1) Economics, (2) Management, (3) Agribusiness, (4) Resource and Environmental Economics, and (5) Islamic Economics. FEM is said to be supported by 137 academic staff (lecturers) and 103 professional educational staff. Among the lecturers, 119 are permanent lecturers, and among them, 114 are civil servant lecturers, 5 are non-civil servant permanent lecturers, and the remaining 18 are contract lecturers. Among the 119 educators, the majority are PhD holders (66% or 79 people), and 34% or 44 people hold Master's degrees. As of 2024, 2,787 students were enrolled at FEM, with 61.56% being female. According to the SER, this makes FEM the second largest faculty of IPB University.

The SER further states that internationalisation in education is being promoted with the opening of international classes for the Resource and Environmental Economics and Islamic Economics study programmes. FEM reportedly also runs a flagship programme, the International Thematic Community Service Programme (KKN-T), in Thailand and Malaysia in collaboration with Al Hidayah Waqf Foundation in Hat Yai, Thailand, and the International Islamic University Malaysia. International collaborations reportedly exist for outbound/inbound lecturers, educational and research cooperation, students, Scopus-indexed publications, and study programme partnerships with institutions in Australia, the Netherlands, Germany, Thailand, and Japan while additional opportunities are being explored.

The main sources of incoming funds for FEM are Community Funds (DM), partnerships, and State University Funding Assistance (BPPTN), as stated in the SER.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's/Master's 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 achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

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

[ESG 1.2]

General Aspects

The SER states that the curriculum structure of all three programmes is based on the National Standards for Higher Education (DIKTI), the Independent Learning-Independent Campus (MBKM) programme, and the Indonesian National Qualifications Framework (KKNI) Level 6, which aligns with the IPB Curriculum of the Undergraduate Programmes K2020. The SER states that K2020 curriculum provides a more adaptive structure with a more diverse and flexible learning model compared to the previous curriculum (K2014) as it includes for example opportunities for student mobility and recognition of non-academic achievements.

The curricula are said to be regularly updated, taking into account the desired graduate profile. These graduate profiles subsequently inform the programme- and course-level Intended Learning Outcomes (ILOs) of the programmes, referring to the KKNI and European Qualifications Framework (EQF) Level 6 standards for undergraduate programmes which comprise the three aspects of Knowledge, Skills, and Responsibility and Autonomy.

The SER further states that credit system used in the three study programmes refers to standards set by Indonesia's Ministry of Education, Culture, Research, and Technology. Accordingly, the study load for 1 credit semester unit equals 45 hours per semester. As for the structure of the curricula, they generally contain 5 elements:

1. Common core courses (CCC) and fundamental courses (FC) which make up about 23% of the total curriculum
2. Foundational literacies (FL) and academic core courses (ACC) which make up 25% (DE and IE) and 28% (REE) of the curriculum
3. In-depth study programme courses (IPC) which make up 23% (DE) and 21% (IE and REE) of the curriculum
4. Enrichment courses (EC) which make up about 14% (DE, REE) and 15% (IE) of the curriculum
5. Final year project (FYP), capstones, and thematic community development (KKNT) which make up 14% (DE, REE) and 16% (IE) of the curriculum

According to the SER, (1) CCCs are mandatory and taught in the first two semesters to provide basic education in areas such as science and economics, quantitative reasoning, social humanities, and sports. (2) FL and ACC courses consist of academic core courses to provide basic knowledge and specific skills of the respective programme. They are mandatory and taught in semesters 3-5. CCC and FL-ACC courses are mandatory for all students, and some are reportedly also offered to other study programmes at IPB and from other higher education institutions within the framework of the Independent Learning-Independent Campus (MBKM) programme. (3) IPC courses consist of advanced courses that aim at providing a comprehensive and essential understanding of key areas of the respective programme. They are mandatory and conducted in semesters 5

and 6. (4) EC courses are electives and aim at providing students with additional knowledge and skills based on their individual interests. They involve multi-activity courses equated to competency courses with certain credit conversions according to the time and activities conducted. These multi-activities are divided into several sub-clusters, namely mobility and competence, talent and community service, competence and independent project, entrepreneurship and leadership, courses from other study programmes, and domestic and international student exchange programmes. Some of these courses are also offered to students from other higher education institutions within the MBKM framework. (5) The mandatory FYP in semesters 7 and 8 consists of courses and activities in the final semesters. This includes Thematic Community Service (KKNT), a 4-credit programme that lets students learn alongside the community, as well as exams, capstones, and theses. Courses and activities of the FYP are designed to integrate knowledge from previous courses and apply it to complex developmental problems, as well as to develop advanced research and analytical skills through independent projects and theses. KKNT is said to be conducted in between semesters 7 and 8.

All three programmes are said to integrate teaching and research in the programmes as research outcomes of lecturers informs courses and learning materials.

1.1 Development Economics (Bachelor of Economics)

Description

The full-time Bachelor's programme of Development Economics (DE) has been running since 2000. It consists of 8 semesters and admits about 100 students annually. Graduates of the programme are expected to be able to work as researchers or analysts at research institutions, ministries, and organisations as well as contributors, policy makers, and implementers at governmental and non-governmental organisations both at the national and the international level. Against this background, seven programme-level Intended Learning Outcomes (ILOs) are identified in the SER that are said to be aligned with the KKN I and the EQF Level 6, respectively:

1. Able to analyse the basic concepts of economic agent behaviour in the perspective of micro, macro, and its branches.
2. Able to analyse various economic problems and policies in a macro perspective.
3. Able to apply the principles of economic science in the context of current economic problems.
4. Able to explain and apply economic models based on theory for decision making, problem solving, and planning in economics.
5. Able to demonstrate oral and written communication skills in various forms on the basis of logical, creative and innovative thinking.
6. Able to work independently or in groups effectively and adaptively by prioritising professional integrity and values.
7. Demonstrate leadership in problem solving.

The DE programme is reportedly designed according to the Outcomes Based Education (OBE) method. Courses are designed to develop expertise and competencies in verbal and written communication in the field of economics, utilising advances in science and technology, interacting with society, and making decisions responsibly, both independently and in groups. Learning activities and assessments are said to be mapped to programme- and course-level ILOs.

The SER states that the curriculum is reviewed and updated both periodically and as needed. Reviews and updates are reportedly informed by the feedback of all relevant stakeholders both nationally and internationally such as students, lecturers, and employers and also consider IPB and FEM's objectives and mission and well as internal audits and benchmarking.

Expert evaluation

Before going into the assessment of the undergraduate DE programme, a general review of the institutional setting of the programme is carried out, taking an international perspective. On the international level, there are only few universities that offer a specialised undergraduate programme in development economics. Many economic faculties at UK and US universities do have undergraduate teaching programmes leading to a BSc degree in economics with a development economics component or major. An exception is the School of Oriental and African Studies (SOAS) in London which offers a specialised 3-year Development Economics Bachelor's programme. The reason for this rarity is that development economics is a branch of economics that requires a deep understanding of economic theories and methodologies, both in classical micro- and macroeconomics as well as in more recent advancements, such as institutional and behavioural economics. This means that students must get a sufficiently broad portfolio of economic subjects before going into the development economics specialisation.

In Indonesia, there are several universities that offer an undergraduate programme in development economics and IPB is one of them. This is in line with the policy of higher education in Indonesia. The intention behind this strategy is to offer a wide range of choices for incoming students and thereby attract more applicants. In fact, the 13 faculties/schools of IPB offer a total of 42 undergraduate programmes, out of which the three programmes under review are each hosted by a department in the Faculty of Economics and Management (FEM). The consequence of this strategy is that each undergraduate programme offers the same basic subjects to enable students to grasp more advanced development economics concepts later, such as, for example, the economics of poverty. This point was discussed with the respective departments of the programmes during the site visit. Against this background, it should be noted that, in theory, this does not seem to be an efficient organisational set-up as the same or similar courses have to be offered in several undergraduate programmes. In fact, even the undergraduate programmes in the Department of Management require knowledge in basic micro- and macroeconomics concepts. Consequently, each programme must have its own instructors for teaching the same or similar basic courses and the probability of students of different subject areas in economics interacting with each other is lower. While this approach can pose some challenges, the experts learned on site that it does currently not negatively affect the quality of the programmes as IPB has the capacity in terms of facilities and teaching staff to ensure the proper implementation of all three programmes under review as will become clear throughout this report. However, moving forward and considering potentially increasing student numbers, it might be beneficial for the university to include this in their long-term strategic planning to think about a different way of implementing the programmes more resource efficient.

Against this background, the curriculum of IPB's DE undergraduate programme includes the basic foundations of micro-, macro- and mathematical economics, regional economics, trade and finance, among others. The curriculum also contains a seminar in which students have to work independently. Furthermore, there is a course, called "Economic Project" (EKO1453) in which students gain empirical experience in community development which is a standard requirement for undergraduate programmes in Indonesia.

Overall, the assessment of the DE curriculum and the discussions with teaching staff on site revealed that courses are well structured and often include interdisciplinary elements. Courses are also documented in detail and regularly evaluated. Hence, the ILOs on both the course and programme level are well mapped, comprehensive, and match the graduate profile. Furthermore, the module descriptions are comprehensive and detailed. The discussion with representatives of the labour market also showed that the curriculum is well aligned with the needs of the labour market. In fact, it was reported that by and large, students find employment shortly after graduation. Discussions with students showed that their quantitative skills are well developed. The curriculum includes many practical elements which allow students to have hands-on experience and encourage problem-based learning (PBL). Based on this assessment, the curriculum of the DE programme is comparable with EQF Level 6 for Bachelor's programmes.

While the curriculum is generally comprehensive and on a solid academic level, the experts also identified some challenges during the on-site visit. Firstly, the panel learned that some courses are overloaded with topics (e.g., the course „EKO 1217“) which, at times, undermines the distinct profile of the programme. In this context, contents on the Economics of Poverty with its multitude of features, such as static and dynamic poverty, vulnerability to poverty, monetary and non-monetary poverty, uni- and multidimensional poverty are only marginally represented in the curriculum. The same applies to topics like Food Security, Food Crises, and other crises such as Climate Change, International Security Relations, Health, Gender and Development, as well as Data Science. While DE students are already engaged in development projects that deal with poverty such as the city of Bogor’s unit for tackling poverty and are also involved in externally funded projects dealing with poverty reduction, thereby facilitating inter-programme and inter-departmental collaboration, distinct courses on the aforementioned aspects would be valuable options for undergraduate development economic students. The expert panel therefore recommends developing specialised courses covering the topics mentioned above to foster the students’ theoretical foundation (**Finding 1**). Ultimately, this is also in the interest of enhancing international recognition and competitiveness of the DE programme and its graduates. Subsequently, while the experts find it commendable that the Department conducts regular curriculum assessments, adjustments, and modifications of the DE programme, it would be beneficial if these QA processes were to be carried out with a stronger focus on global developments. This is especially important considering that Indonesia is on its way to become a high-income country and its economy is likely to play a leading role in Asia in the near future. In addition, the experts found that perspectives of fundamentally different economic theories and paradigms are only marginally represented in the curriculum. To enable a more differentiated and critical understanding of economics as a science and its consequences when enacted on society, the experts therefore recommend including the history of economic thought more strongly in the curriculum, either via a distinct course or via inclusion in already existing foundational courses (**Finding 2**).

As for research output and quality of the DE programme, it can be said that this is well in line with the standard of top universities in Indonesia. Generally, the internal rule for lecturers is to have one “good paper” per year, i.e. 1–2 papers per lecturer in Scopus journals. While this policy is more than adequate for the national context, there is some room for improvement when considering the international stage. At the student level, the experts learned on site that only a small number of DE graduates continues with a Master’s degree and that but few PhD students in Economics apply development economics topics in their theses. While this issue does not impact the DE Bachelor’s programme in any way, it is a concern that should be taken seriously for medium-term planning. In terms of both, the research output and subsequently the attractiveness of the programme, the experts believe that there is much to be gained if IPB would actively aim to hire highly qualified international teaching staff (for a semester or longer). This would have two major benefits: a) more exposure of students to English-language teaching and research; and b) enhanced publication output of lecturers through collaboration with international researchers and teaching staff which ultimately informs the content of the curriculum.

As mentioned before there are currently three programmes in the Department of Economics (DE, REE, and IE), each with their own teaching staff. This brings along a multitude of expertise in the field of economics and subsequently multiple options to use synergies and engage in collaborations both in terms of teaching and research. The experts therefore recommend expanding interaction between the three programmes to further improve the quality of teaching and research across the programmes (**Finding 3**).

In conclusion, the DE programme fulfils the criteria for international accreditation. At the same time, preparatory steps should be taken now to maintain and strengthen its position in an increasingly competitive and dynamic higher education market in Asia.

Conclusion

The criterion is fulfilled.

1.2 Resource and Environmental Economics (Bachelor of Economics)

Description

The full-time Bachelor's programme of Resource and Environmental Economics (REE) has been running since 2005. It consists of 8 semesters and admits about 110 students annually. Graduates are expected to work as analysts, planners, researchers, and sociopreneurs in the field of agricultural, resource, and environmental economics. They are supposed to pursue careers in the government, universities, research institutions, foundations, non-governmental organisations, private companies, and entrepreneurship. Against this background, nine programme-level Intended Learning Outcomes (ILOs) are identified in the SER that are said to be aligned with the KKNi and the EQF Level 6, respectively:

1. Master the concepts of natural and socio-economic sciences in agriculture, resources, and the environment.
2. Able to formulate procedural solutions to problems in agriculture, resources, and the environment using qualitative and quantitative methods.
3. Able to apply skills in agricultural, resource, and environmental economics to solve resource and environmental management issues.
4. Able to utilise agricultural, resource, and environmental economics to identify development phenomena affecting resources and the environment.
5. Able to adapt to the dynamics of agricultural, resource, and environmental issues by utilising agricultural, resource, and environmental economics.
6. Able to make accurate, effective, and efficient decisions based on data and information analysed with appropriate methodologies.
7. Able to independently and in groups provide suggestions and ideas when choosing alternative solutions to solve problems in agricultural, resource, and environmental economics, both orally and in writing.
8. Responsible for completing individual and group/organisational tasks.
9. Able to develop into a confident, responsible, and entrepreneurial individual based on religious values, ethics, morals, and nationalism.

The REE is reportedly designed according to the Outcomes Based Education (OBE) method. Courses are designed to develop expertise and competencies in verbal and written communication in the field of resource and environmental economics, utilising the development of science and technology, interacting with society, and making decisions responsibly, both independently and in groups. Learning activities and assessments are said to be mapped to programme- and course-level ILOs.

Expert evaluation

The REE programme has a well-structured curriculum that adequately includes both disciplinary and interdisciplinary elements. For example, the programme draws on IPB's extensive experience in agricultural studies. The mapping of course- and programme-level ILOs is appropriate and transparently documented. The defined ILOs are comprehensive for the field they cover and align well with the graduate profile. The expert panel thus assesses that the level of the REE programme is accurately comparable to EQF Level 6 for Bachelor's programmes.

The module descriptions are comprehensive and detailed which is highly commendable. Based on the provided documentation and the discussions on site, the experts find that the inclusion of many practical elements as an integral part of the curriculum provides students with valuable hands-on experience and potential contacts in their prospective fields before they graduate. Due to this practical character of the curriculum, the REE curriculum aligns well with the needs of the labour market. On site, the experts were also able to confirm that

graduates of the programme integrate swiftly into the labour market. In addition, the curriculum of the REE programme exhibits a strong focus on quantitative methods and applications in the context of resource and environmental economics. While this is well aligned with IPB's institutional strengths and prepares graduates well for the labour market, the expert panel identified a certain lack in terms of theoretical foundations in the curriculum. Against this background, the connection between theoretical and methodological approaches needs to be strengthened in the curriculum (**Finding 4**). This would expand the programme's focus to cover a broader theoretical part of the field and subsequently ensure a solid theoretical foundation for students. In this context, the topics of climate economics and global economic issues as well as methods on behavioural approaches should be featured more prominently in the curriculum (**Finding 4a**). It might be beneficial to include these topics in the abovementioned introductory course. In addition, the experts found that perspectives of fundamentally different economic theories and paradigms are only marginally represented in the curriculum. To enable a more differentiated and critical understanding of economics as a science and its consequences when enacted on society, the experts therefore recommend including the history of economic thought more strongly in the curriculum, either via a distinct course or via inclusion in already existing foundational courses (see **Finding 2**).

As mentioned above, the experts learned during the on-site discussions with students and labour market representatives, that the quantitative skills of students are well developed. This is due to the curriculum including many practical elements which allow students to have hands-on experience and encourage problem-based learning (PBL). However, the intensive training of students in quantitative skills should be balanced with some training in qualitative approaches. To achieve this, qualitative approaches should be included more systematically in the curriculum (**Finding 5**). This could for example be facilitated by introducing a separate course or adding this content to existing classes.

As mentioned in the assessment of the DE programme, there are three programmes in the Department of Economics (DE, REE, and IE), each with their own teaching staff. This brings along a multitude of expertise in the field of economics and subsequently multiple options to use synergies and engage in collaborations both in terms of teaching and research. The experts therefore recommend expanding interaction between the three programmes to further improve the quality of teaching and research across the programmes (see **Finding 3**).

Conclusion

The criterion is partially fulfilled.

1.3 Islamic Economics (*Bachelor of Economics*)

Description

The full-time Bachelor's programme of Islamic Economics (IE) has been running since 2010. It consists of 8 semesters and admits about 96 students annually. The programme's objectives are said to include promoting the understanding of Islamic economics theories and methodologies, as well as facilitating their application in the formulation of business development policies. Graduates are expected to have acquired theoretical knowledge and practical skills that enable them to face the challenges of the Islamic economic industry both nationally and internationally. They are supposed to be able to pursue careers as practitioners in Islamic economics and finance, working in both government and private institutions. Against this background, five programme-level Intended Learning Outcomes (ILOs) are identified in the SER that are said to be aligned with the KKNi and the EQF Level 6, respectively:

1. Able to apply the values of God-consciousness, the Almighty, ethics, honesty, loyalty, and integrity in working individually or in groups, and be competitive.

2. Able to apply and develop expertise in solving problems related to Islamic economic law, Islamic financial and business, monetary matters.
3. Demonstrates strong analytical skills and adaptability in responding to different situations.
4. Master the basic concepts of Islamic economics, including both Islamic microeconomics and macroeconomics, as a foundation for problem-solving and informed decision-making in the context of economic development and community well-being.
5. Able to offer a range of alternative solutions for effective decision-making and policy formulation, based on Islamic economic theory and relevant analytical tools, either independently or in groups.

Expert evaluation

On a global scale, specialised undergraduate programmes in Islamic Economics are gaining significant traction as the Islamic finance and halal industry sectors continue to expand. Internationally, many institutions offer Islamic Finance primarily as a minor or a postgraduate specialisation. For instance, Durham University provides a dedicated MSc in Islamic Finance and a PhD in Islamic Economics and Finance, while the University of Dundee, in collaboration with Al-Maktoum College, offers an MSc in Islamic Finance and specialised PhD research degrees covering Shari'ah governance and Islamic banking.

In contrast, many universities in Indonesia provide dedicated undergraduate degrees in Islamic economics. Typically, a Bachelor of Islamic Economics integrates Islamic components into standard economics courses alongside several specialised Islamic modules. Generally, two pedagogical approaches exist:

1. Shari'ah-centric: The majority of the curriculum consists of Islamic studies, with economics as a minor component.
2. Economics-centric: The majority of the curriculum consists of economics, with Islamic studies as the minor component.

A robust Bachelor of Islamic Economics programme must include core Islamic components such as Islamic Theology (Aqidah Islamiyah), Principles of Islamic Jurisprudence (Usul al-Fiqh), Islamic Commercial Law (Fiqh al-Muamalat), Legal Maxims (Qawa'id al-Fiqh), Islamic Ethics (Akhlak Islamiyah), Islamic Economics (Theory and Philosophy), Basic Arabic for Muamalat, and Research Methodology.

Against this background, IPB's IE curriculum is structured into Common, Foundational, and Academic Core courses, aligning fully with international standards for "Common Core" and "Discipline Core" content in the field of Islamic Economics. The common core requirement of Microeconomics (Islamic Perspective) is covered in the courses EKO201 (Micro Theory I) + EKS231 (Sharia Microeconomics) which meet both specialised and foundational requirements. The common core requirement of Macroeconomics (Islamic Perspective) is covered in the courses EKO202 (Macro Theory I) + EKS232 (Sharia Macroeconomics) which cover the conventional and Islamic dimension. The discipline core requirement Islamic Economic Thought is covered in EKS211 (Islamic Economic Philosophy) + EKS311 (History of Islamic Economic Thought) which even exceed the minimum standard as they are two distinct courses. Lastly, the discipline core requirement Foundations in Islamic Economics is covered in EKS211 (Islamic Economic Philosophy) to provide the necessary ontological framework.

International benchmarks emphasise the transition from theory to Applied Islamic Economics. This ensures graduates can apply theoretical frameworks to solve economic problems using Islamic tools and conduct rigorous research. IPB demonstrates high correlation in technical areas through several courses in the areas of Finance & Banking (EKS221 "Islamic Financial Institutions" and EKS323 "Monetary Economics and Islamic Banking"), Quantitative Methods (EKS223 "Intro to Econometrics" and EKS331 "Research Methodology", EKS325/326 "Advanced Econometrics"), Social Economics (EKS234, "Islamic Social Economics and Finance" and EKS333 "Pesantren and Rural Economy"), and Shari'ah Methodology (EKS312 "Usul al-Fiqh", EKS213 "Fiqh al-Muamalah", and EKS332 "Sharia Regulation Economy").

The expert panel therefore assesses that the curriculum of the IE programme is well structured and overall comprehensive. Interdisciplinary elements are effectively integrated. The mapping of course- and programme-level ILOs is convincing and clearly documented. The defined ILOs are comprehensive for the field and match the graduate profile. The same applies to the module descriptions which are transparent and detailed. Consequently, the level of the IE programme is comparable to EQF Level 6 for Bachelor's programmes.

While the curriculum generally covers the field of Islamic Economics, the experts learned on site that the topic of Qawa'id al-Fiqh (Legal Maxims) is not adequately presented as it is only integrated into broader courses rather than offered as a standalone module. To ensure students gain the full theoretical foundation of the Islamic Economics field – especially the depth of understanding required for Shari'ah justification –, a specific course on Qawa'id al-Fiqh must be included in the curriculum (**Finding 6**).

The discussion rounds with both students and labour market representatives indicated that the curriculum is well aligned with industry needs. On average, graduates find employment shortly after graduation, suggesting that the "hands-on" approach, implemented in the curriculum via problem-based learning (PBL), effectively bridges the gap between academia and professional practice. However, the experts identified some room for improvement in this context as the balance between practical and theoretical elements in the curriculum is slightly off. While students exhibit strong quantitative skills, the connection between theoretical Shari'ah knowledge and methodological applications should be strengthened by implementing the theory of qualitative approaches more strongly in the curriculum to enhance the programme's theoretical depth (see **Finding 5**). This was also expressed by the labour market. In the same context, it is recommended that students take the Indonesian Economics course offered by the DE programme to further expand their theoretical foundation in the field of Economics (**Finding 7**). In addition, the experts found that perspectives of fundamentally different economic theories and paradigms are only marginally represented in the curriculum. To enable a more differentiated and critical understanding of economics as a science and its consequences when enacted on society, the experts therefore recommend including the history of economic thought more strongly in the curriculum, either via a distinct course or via inclusion in already existing foundational courses (see **Finding 2**).

As mentioned in the assessment of the DE and REE programme, there are three programmes in the Department of Economics (DE, REE, and IE), each with their own teaching staff. This brings along a multitude of expertise in the field of economics and subsequently multiple options to use synergies and engage in collaborations both in terms of teaching and research. The experts therefore recommend expanding interaction between the three programmes to further improve the quality of teaching and research across the programmes (see **Finding 3**).

In summary, the IE Bachelor's programme at IPB demonstrates a strong structure, excellent labour market alignment, and high student achievement. By addressing the identified gaps, the programme will further solidify its theoretical foundations and remain a benchmark for Islamic economic education globally.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's/Master's 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

The SER states that long-term planning at IPB is defined in IPB's Long-Term Plan for 2019-2045 as well as the five-year Strategic Plan. The internal quality management system at IPB is coordinated by the Quality Management Office (KMM) with the Rector as the person responsible. Quality assurance at faculty level is reportedly conducted by the Quality Assurance Unit (GPM) and at department level by the Quality Control Unit (GKM). Documentation of IPB's internal quality assurance system (SPMI) reportedly includes SPMI Policy Documents, SPMI Manuals, SPMI Standards, and SPMI Forms.

Implementation of internal quality assurance for each study programme is reportedly carried out according to the PPEPP (Determination-Implementation-Evaluation-Control-Improvement) principle which consists of (1) Establishing central SPMI instruments; (2) Implementing SPMI at department level by collecting academic and non-academic data based on IPB's integrated information systems (including SIMAK, HR-portal IPB, SIPA-KARIL, Kinerja Dosen, and SIMAWA); (3) Conducting periodic internal evaluations using SPMI tools; (4) Managing SIMAKER; and (5) Improving internal evaluation results after identifying areas for improvement. The findings are then used to develop strategies and action plans to address the identified weaknesses, according to the SER. IPB's internal QA procedures are said to be further complemented by departmental coordination meetings, academic workshops, and alumni tracer studies, among others. Instruments to measure the effectiveness of QA implementation is reportedly reflected in Key Performance Indicators (IKU) and the Performance Management Information System (Simaker) of each programme annually. IKU and Simaker are composed of performance achievement indicators concerning lecturers, students, and study programmes.

As for the development of study programmes, the SER states that this is carried out at central level through curriculum updates. Curriculum updates also reportedly include course evaluation and updates. In addition, evaluation of courses is also carried out periodically every four years. In this context, information from stakeholders is reportedly obtained via accreditation processes, tracer studies of alumni, academic workload data of students, and joined workshops on programme level. This also includes data on the employability of graduates as well as the EPBM (Evaluation of the Teaching and Learning Process) assessment filled out by students which evaluates course material and teaching staff. The results of the EPBM assessment are collected by the Education Commission Team and subsequently submitted to the Department's Quality Control Unit for further evaluation. To track QA processes at IPB, a quality-related information system is in place. This includes student profiles, student success, employability of graduates, student satisfaction with the learning process, teaching effectiveness of lecturers, and learning resources.

The SER further states that external quality assurance is conducted by national institutions such as the Independent Accreditation Institute for Economics, Management, Business, and Accounting (LAMEMBA) from which the three programmes under review received the accreditation "Excellent".

Stakeholders reportedly can access information related to IPB's quality assurance policies and procedures and subsequent actions via IPB's website in general, for academic purposes on IPB's SIMAK website, and also via IPB's mobile application.

Expert evaluation

The three undergraduate programmes under review are subject to the evaluation policies of higher education in Indonesia. Hence, the programmes fully fall under IPB quality assurance policies and procedures. IPB's internal QA system includes various components such as programme and course evaluations, the collection of statistical data on the student body, e.g., progression and completion rates, as well as tracer studies. These processes are clearly defined and transparently documented on the central, faculty, and department level. The same applies to responsibilities which are clearly defined and distributed across all levels. All involved actors are adequately informed about QA policies and procedures.

Student participation is ensured through mandatory course evaluations in the form of questionnaires that also include open questions, so students are encouraged to express their feedback in their own words in addition to rating predefined rubrics. While the experts generally assess that the questionnaires are adequate to collect meaningful feedback, they noticed that student workload is not explicitly mentioned. Even though students and teaching staff confirmed that the workload is informally assessed and adjusted where necessary, the expert panel recommends including an explicit question on this crucial aspect in the survey forms (**Finding 8**).

A summary of written student feedback for the 2025/2026 academic year was presented to the expert panel during the site visit. The document revealed that, in most cases, students were satisfied with the courses. However, there were also some critical statements according to which teachers did not perform as expected or had used outdated teaching material. The student feedback showed that their participation in IPB's internal quality assurance system is effective. Moreover, it needs to be noted that the critical feedback that was presented to the experts speaks for an open and constructive atmosphere at IPB and exhibits an honest commitment to improving the quality of teaching and learning for students which the expert panel deems highly commendable. Another positive aspect of IPB's QA system is the close student-lecturer-relationship which includes frequent personal interaction. The expert panel thus gained the impression that the teaching staff is responsive to the students' suggestions and takes them seriously.

Besides students, IPB's QA system includes other crucial stakeholder groups such as alumni and labour market representatives via tracer studies and questionnaires. Those groups are additionally involved in programme development via meetings. In the long run, it might be beneficial to further improve the response rates among alumni. This could for example be facilitated by organising alumni networks. Overall, feedback is thus collected regularly and documented transparently to ensure tangible outcomes. All stakeholder groups are informed about any modifications that may follow from their feedback.

While minor curriculum reviews are conducted annually, major reviews follow a five-year circle. These reviews fulfil the requirements of IPB's KMM (Quality Management Office), the GKM (Quality Assurance Unit), and the GPM (Quality Control Unit) and are rigorously implemented. This ensures the continuous development of the study programmes under review. In addition to formal curriculum reviews, the teaching staffs of each programme at IPB hold mandatory weekly meetings to discuss current issues and affairs. This is highly commendable, especially in terms of fostering teamwork among staff and ensuring consistency for students.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's/Master's degree

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]

Description

As for teaching and learning, the SER states that the three programmes under review implement a variety of teaching and learning methods to emphasise student-centred learning. This includes lectures, small group discussions, role-play and simulation, case studies, and project-based learning. Overall, the programmes are said to emphasise collaborative and contextual learning with the aim to engage students in understanding specific case studies, enhance their comprehension of course material through real-world applications, and develop a collective knowledge construction approach. According to the SER, classroom sessions begin with presentations by student groups, followed by discussions among students, with the lecturer facilitating the discussion by providing feedback and refining the learning material. Presentation scores and participation are reportedly recorded as part of the active participation grade, while project scores are derived from student assignments. To further engage students, lecturers present issues or problems for students to respond to and discuss in groups.

The SER further states that both teaching methods and materials are regularly updated based on textbooks, the latest journals, and research conducted by lecturers and students. Research results are said to be usually used as case studies in courses, particularly those with practicums. Vice versa, theories discussed in class are implemented by lecturers in research and by students in their final project writing. Teaching and research are thus supposed to be interconnected. During the research process, lecturers involve students in both incidental activities as enumerators or in students' final project research as part of lecturers' research.

In addition, representatives of the labour market are invited as guest lecturers so that students can understand the connection between the concepts they learn and real-world applications, as outlined in the SER. Guest lecturers also serve as supervisors for student projects.

As for assessments, they are carried out in midterm and final exams through various instruments such as test-based evaluation, performance-based evaluation, and project-based evaluation (e.g., assignments, quizzes, and projects), according to the SER. The form of assessment is said to be based on the appropriate KKNl (National Qualifications Framework) for undergraduate levels as well as the course-level ILOs. The SER further states that Midterms and Finals are designed to gauge both theoretical understanding and practical application while assignments and quizzes are administered throughout the semester as part of a continuous assessment strategy to provide students with ongoing feedback and to monitor their progress. Most courses are said to incorporate participatory assessments aligned with their respective ILOs to keep students involved in the learning process.

As for exam organisation, each programme reportedly formulates its own policies regarding the administration and technical aspects of these exams through the Quality Control Unit (GKM) with coordination at central level. The SER further states that midterm and final exams are conducted through various methods, including offline exams which are communicated via the student portal. Online exams are conducted through internal platforms or via a Google Form link. Hybrid exams reportedly require students to attend scheduled exams in person, using their own laptops.

The examination schedule is determined in accordance with the IPB academic calendar. Midterms are conducted after the seventh week of lectures while Finals take place after the fourteenth week, as stated in the SER. The scheduling process reportedly follows a structured procedure which involves the central level and

the Departments and ends with the publishing of the final schedule on the student portal. Students who are unable to attend exams due to valid reasons can resit the exam, according to the SER. In addition, students with grades of D or E can take a retake exam. The highest grade attainable from a retake exam is C. The SER further outlines that students with physical disabilities are assigned accessible examination rooms. Students facing mental health challenges can take their exams in a quiet, supervised environment.

The policies and procedures regarding examinations are documented and published in IPB's Academic Guidelines, according to the SER.

Expert evaluation

Teaching and learning in the three programmes under review is student-centred as problem-based learning is implemented and many projects are being integrated in the coursework. Teaching methods are adequately diverse, match the course contents well, and are fit to support students with achieving the ILOs. The courses provided comprise various elements of interaction and learning goals, ranging from text-based classes to the aforementioned hands-on capstone projects. The content of theoretical courses thus gets applied swiftly during the course of studies. Subsequently, students can draw on the input gained in the projects in advanced courses and in their theses. This intertwining of theoretical and practical elements is a particular strength of the three programmes under review. Compulsory introductory courses with a larger number of students are split into parallel groups which avoids overcrowding of courses with processes in place that guarantee fairness and comparability between the groups by teaching the same material. Courses are generally managed centrally, and students are informed about course schedules well in advance to properly plan their next semester and avoid overlaps.

As for exams, they are closely mapped to the ILOs of the course and the programme. Exams methods match the content of the courses. They are diverse and besides assignments and quizzes include project work which fits the applied focus of the programmes. The level of exams matches the level of the study programme and grading criteria are transparently documented. The exam schedule is centrally managed and includes midterm and final exams. Students are informed of the schedule well in advance via multiple channels (in class and online) which gives them ample time to prepare. This centralised process allows for a streamlined process and for timely grading and good comparability between exams.

During the discussions on site, students reported that they are aware of procedures and contact persons in case they have complaints or questions regarding their courses and exams. They are also aware of their options of retaking exams in case of illness or failure. If students face personal or professional challenges, IPB has a range of options in place to support their (learning) progress and students know about them as well.

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's/Master's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission requirements for undergraduate programmes are said to follow the regulations for student selection at IPB. The admission process is reportedly carried out under the supervision of the Directorate of Educational Administration and New Students Admission at IPB. The SER identifies 7 pathways for student admission. The entrance selection for new students at IPB through the regular pathway are: 1) the Achievement-Based National Selection (SNBP); 2) the Test-Based National Selection (SNBT); 3) the IPB Independent Entrance Selection (SM-IPB) for Undergraduate Programmes; 4) the National and International Achievement (PIN) in Scientific Paper Competition, Mathematics, Physics, Chemistry, Biology, and Informatics Olympiads, Sports, Hafizh, Scouts, and Arts; 5) the Chairperson of OSIS; 6) the Regional Representative Scholarship; 7) the International Undergraduate Programme. The SER states that the International Undergraduate Programme entry pathway is available for both Indonesians (WNI) and foreigners (WNA) based on a report card scheme or through the SM-IPB Entrance Selection. Transfers between study programmes is possible if students meet the requirements.

All requirements and conditions for the registration process, as well as specific requirements for the International Undergraduate Programme are said to be accessible on IPB's admission website. Policies and procedures are also documented in the Standard Operating Procedures (SOP) for New Student Admission, according to the SER.

Student progression is said to be monitored through the evaluation of student learning outcomes (GPA) at the end of the semester as well as the progress of completing their thesis. The three programmes under review reportedly conduct academic evaluation monitoring at the end of each semester, which is communicated during the weekly departmental meeting forum *Rabuan* which is attended by academic and thesis supervisors. In addition, the Education Commission also evaluates the academic status of students, both in terms of GPA and the process of completing their thesis upon conducting evaluations in the *Rabuan* forum as part of the follow-up to the results discussed together with faculty advisors. The SER further states that evaluation of the student workload is conducted through surveys carried out by the study programmes. In this survey, students are asked to provide feedback on the workload for a given course and on how this workload affects their academic and non-academic activities. Workload data reportedly thus includes the average number of credits taken in one semester, the amount of time spent in lectures and assignments each week as well as the ability of students to manage their time between lectures, assignments, extracurricular activities, and personal life. The study programmes then reportedly follow up on this feedback by refining the workload for future courses.

As for recognition of prior and external learning, the SER outlines that students can take courses from partner providers outside of IPB, known as Enrichment Courses (EC) via the Independent Learning Independent Campus (MBKM – Merdeka Belajar Kampus Merdeka) programme, or engage in international student exchange programmes and the national independent student exchange (PMM). Facilities for participating in credit earning programmes at domestic or international universities are said to be provided according to the conditions set by Indonesia's Ministry of Education, Culture, Research, and Technology. For example, credit recognition for exchange with international universities is only possible if MoUs are in place.

For each recognition scenario, different policies for the recognition of competencies and/or credits at IPB are said to be in place and also documented and published.

As for certification, graduates of the three programmes under review obtain the academic degree of Bachelor of Economics. Upon graduation, IPB issues a Certificate which is accompanied by a Diploma Supplement (SKPI), as stated in the SER. The Diploma Supplement reportedly outlines academic and non-academic achievements or qualifications of high school graduates which are presented in a descriptive narrative format. It further provides information related to the learning achievements and accomplishments of graduates

throughout their academic studies. According to the SER, IPB has documented guidelines in place for the Diploma Supplement which are also published.

The SER states that the policies and procedures for student admission, progression, recognition, and certification are outlined in IPB's Academic Guidelines Book.

Expert evaluation

The formal requirements for admission to the study programmes under review are clearly defined and regulated at the national level, with comprehensive documentation of past cohorts available. Prospective students can easily access the online application portal, and multiple admission pathways ensure diverse entry channels. The selection procedure follows transparently defined criteria and steps, which are publicly available.

Data on admission procedures for past cohorts is systematically gathered, revealing a high number of applications but a notable discrepancy between admitted students and those who ultimately enrol, leaving capacities underfilled. This was discussed with several stakeholder groups during the site visit. Subsequently, it became clear that this is mostly since students usually apply to several universities and then make their selection based on several factors, most crucially considering their financial background, proximity to family etc. However, to optimise enrolment, it might still be beneficial for the university to investigate possibilities to further address the gap between admitted and registered students, aiming for fuller capacity utilisation to maximise programme benefits. While this is beyond IPB's influence and therefore beyond the scope of this assessment, some students also mentioned certain difficulties concerning the admission procedures regarding the type of school ("hard" vs. "soft" sciences) they chose prior to studying.

Student progression is effectively tracked via a dedicated app providing access to grades, timetables, and other resources, supplemented by individual academic advisors who monitor progress and offer tailored support. The centralised information system that cascades down to the departments ensures timely communication of changes, such as semester schedules or exams. Mobility is supported through the international office which provides continuous guidance, including learning agreements. In this context, students of the IE programme mentioned the possibility of further improving centralised distribution of information through a designated contact person. For the REE programme, students advocated for a (perhaps student self-organised) mentoring class to better deal with different levels of prior knowledge in the student body regarding the learning materials. It might be beneficial for IPB to consider this feedback for the further support of student progression.

The university has robust mechanisms for recognising prior learning, including non-formal and informal experiences, with processes carried out systematically and transparently documented. Regulations for competence recognition and credit transfers from other higher education institutions or via the "capstone" project are clearly outlined, documented, and accessible to students. Credits obtained abroad and even alternative activities are efficiently recognised, as highlighted by students, allowing students to complete a semester abroad without extending the duration of their studies.

Graduates receive a transcript of records and diploma supplements that adequately detail the qualification gained, including ILOs, the national higher education context, level, and status of studies. Issuance is well-documented and systematic, though the provided information is relatively scarce compared to diploma supplements in the EU. The experts therefore recommend issuing a more detailed diploma supplement to facilitate and enhance international comparability and transparency (**Finding 9**).

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's/Master's 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

According to the SER, the current teaching staff of the three study programmes under review is as follows:

DE: 24 permanent lecturers (incl. one on leave), 3 non-permanent lecturers. Of the 24 permanent lecturers, 22 hold a PhD and 2 hold a Master's degree. 14 permanent lecturers (70%) are Professors or Associate Professors, and 22 lecturers have obtained lecturer certification. In addition, 24 lecturers have experience as experts/practitioners outside of IPB, such as at Bank Indonesia, the Financial Services Authority, or different Ministries. At the international level, several lecturers are reportedly recognised by foreign universities as adjunct professors. Lecturers are further said to be members in international and domestic organisations such as the Indonesian Economists Association (ISEI), the Indonesian Agricultural Economics Association (Perhepi), the International Society for Southeast Asian Agricultural Sciences (ISSAAS), and the Indonesian Regional Science Association (IRSA).

REE: 23 permanent civil servant lecturers (PNS) and 4 part-time lecturers (non-PNS). 17 lecturers (73%) reportedly hold PhDs, with 11% being full Professors and 62% being Associate and Assistant professors. 10 lecturers (37%) hold a Master's degree. Lecturers of the programme are also practitioners in their fields, such as trainers, speakers, and researchers, as stated in the SER.

IE: 14 permanent lecturers and 5 contract lecturers. Out of these 19, 11 lecturers (58%) hold PhDs, with 45% being Associate Professors. 8 lecturers (42%) hold a Master's degree. The current student-to-faculty ratio is 1:21, according to the SER.

The teaching staff of each Department is reportedly supported by several administrative and technical staff (15 for DE, 19 for REE, and 12 for IE).

As for recruitment of new teaching staff, IPB has the authority to manage human resources autonomously due to its status as a State Educational Institution, as stated in the SER. IPB's Human Resources Directorate is in charge of the system for selecting, recruiting, placing, developing, retaining, and dismissing lecturers. The Directorate also oversees monitoring and evaluation systems and maintains the written record of lecturer performance. The recruitment and management processes for human resources reportedly adhere to civil service regulations for Civil Servants and the policy regulations of IPB which are detailed in the IPB Quality Manual concerning Employee Recruitment. Coordination at Faculty and Department level related to the projection of educator needs is carried out based on manpower planning at Department level, considering the need for educators based on scientific aspects in the division and the educator-to-student ratio benchmark of 1:20. Both permanent PNS and non-PNS lecturers have active working periods until the age of 65, while for professors, the maximum age is 70. For part-time lecturers, the Human Resources Directorate conducts an annual performance review to determine the continuation of contracts. Promotions are offered when lecturers meet certain requirements. The promotion system is reportedly carried out in stages, starting with the assessment of credit points, verification, and approval. In addition, lecturers can receive awards for their academic achievements on both the national and international level and IPB also provides incentives for publications and professional achievements as well as teaching load, according to the SER.

As for development of teaching staff, IPB reportedly has a policy in place to promote continuous education, professional development, and in-service training in the form of workshops, trainings, and certification. Continuous education aims to encourage and support staff to pursue further studies, including PhD programmes. Professional development includes participation in workshops, seminars, and conferences both nationally and internationally while in-service training offers regular training sessions on teaching methods and research skills, according to the SER.

Expert evaluation

Across the three programmes, the Department maintains a robust academic foundation characterised by a high share of full professors and permanent teaching staff. This faculty density is sufficient to meet the pedagogical requirements of all three programmes. The experts assess that the teaching staff is well-qualified, possessing the necessary academic credentials and subject-matter expertise to deliver a rigorous curriculum aligned with IPB's quality assurance standards. A key strength is the Department's strategy to build international expertise by sending permanent staff members abroad, e.g., to Germany or the Netherlands, for their PhD studies. This ensures that the faculty is exposed to global academic standards and diverse methodological approaches. While IPB University's efforts in terms of internationalisation of staff are thus already commendable, the experts believe that there is much to be gained regarding the research output and subsequently the attractiveness of the programme if IPB would actively aim to hire highly qualified international teaching staff (for a semester or longer). This would have two major benefits: a) even more exposure of students to English-language teaching and research; and b) enhanced publication output of lecturers through collaboration with international researchers and teaching staff which ultimately informs the content of the curriculum. IPB University should therefore more strongly include the involvement of international teaching staff in their faculty planning (**Finding 10**).

To ensure students in Development, Resource and Environmental, and Islamic Economics gain diverse perspectives, the Department actively integrates guest lecturers and practitioners into the teaching process. This practice bridges the gap between theoretical frameworks and contemporary market or policy applications.

Recruitment policies and procedures to hire new staff are established by IPB as they have the authority to manage human resources autonomously due to its status as a State Educational Institution. In discussion on site, the experts learned that these policies and procedures are transparently and comprehensively documented and cascade down from the central level to the faculty and department level, with responsibilities clearly distributed for everyone involved to ensure a smooth, fair, and transparent recruitment process.

As for academic staff development, the Department demonstrates a strong commitment to the professional advancement of its personnel through structured financial and academic support. This also includes financial support for research activities, specifically for high-quality publications and participation in international academic conferences. While IPB's efforts in this regard are already commendable, international high-level publications should be even more supported (e.g. by implementing more aggressive incentives) to bolster the reputation of IPB and the Department (**Finding 11**). Currently, the internal rule for lecturers is to have one "good paper" per year, i.e. 1–2 papers per lecturer in Scopus journals. While this policy is adequate for the national context, there is some room for improvement when considering the international stage. Prioritising top-tier, peer-reviewed journals will ensure that the Department's research output remains competitive on a global scale. In the same context, while the current staff is well-trained, there is an opportunity to further diversify the international expertise informing the programmes. This could include recruiting international visiting professors or establishing more formal joint-teaching modules with global partners to bring a wider variety of contemporary global issues into the classroom. Besides academic staff development, the experts learned on site that IPB offers several didactical training opportunities such as workshops and certification.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's/Master's degree

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

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

[ESG 1.6]

Description

The SER states that funding and operations for study programmes are generally sourced from government and non-government funds. Government resources are reportedly generally used for salaries of civil servants and research activities while non-government funds are primarily used for operational financing at Department and study programme level. Community funds (DM) are derived from tuition fees and are used for operational financing, such as purchasing equipment, official travel, and salaries for non-permanent/non-civil servant staff. DMs must adhere to IPB's internal regulations, according to the SER. Funds allocated by IPB for each study programme are based on the internal Budget Implementation Order (SPPA). The financing covers six expenditure categories: office operations, educational operations, education development, student affairs, inventory expenses, and asset procurement.

As for facilities, the SER states that IPB comprises 515 classrooms, 243 laboratories, 7 student dormitories, 3 prayer rooms, 500 computers, and several digital facilities such as Wi-Fi, Microsoft 365, and Zoom. Each Department at FEM is said to be equipped with classrooms, seminar rooms, discussion/meeting rooms, administration rooms, rest rooms, and praying rooms that are accessible for students with special needs. Facilities at FEM further include a computer lab, mini studios, a reading room with subject-specific literature, and student associations rooms. Classrooms are equipped with power outlets, air conditioning, projectors, sound system, and internet/Wi-Fi connections (Eduroam and IPB-Access). FEM reportedly also has facilities for accessing socio-economic data from the Census and Economic Information Centre (CEIC), and software analysis e.g., STATA and EViews, among others. In addition, the SER states that the IE programme has a dedicated room used as a training facility and mini banking laboratory. This room serves also as a branch office for BPRS Botani so that students can undertake internships, research, and final projects or Capstone Courses at this branch office.

Students of the Faculty further have access to IPB's central facilities which include a library, IPB International Convention Centre, Al Hurriyah Mosque, canteens, polyclinic, Science Technopark (STP), Sports Centre, Campus Transportation, Integrated Services Centre (ISC), and Research Station. The library reportedly provides access to books, journals, and scientific magazines. Maintenance of equipment and buildings is planned and funded through the RKAT unit and other funds such as the Institutional and Facilities Development Fund (BPIF), according to the SER. In addition, the Sustainable Campus Development Agency (BPKB) at IPB is responsible for planning and developing a sustainable campus infrastructure.

As for student support, the SER states that students can get access to information on their study programmes, scholarships, and study-related activities both via websites and social media channels and via print communication channels. Information conveyed to students are approved by the study programme leadership before

being disseminated. Students reportedly also can access academic service facilities through the Student Portal which includes information on transcripts, scholarships, tuition fees, and academic calendars.

IPB organises orientation events for first- and third-semester students, according to the SER. For first-semester students, this includes a one-day introduction to FEM while for third-semester students, the introduction period focuses on introducing the Faculty and the Departments, including the organisational structure of each study programme as the third semester marks the transition from the general course programme to the respective specific programmes. The introduction or campus orientation programme consists of Campus introduction, Faculty introduction, and Department introduction to help students get adjusted to university life.

Student advisory services at IPB include academic guidance, career guidance, and counselling, as stated in the SER. Academic guidance aims to assist students in planning and completing their studies on time. These services comprise consulting on course selection and timetable arrangement and are carried out at least once per semester. Each student is assigned one faculty advisor who provides support in all academic matters and potential issues. Students can reportedly also consult with the Education Commission for academic matters and the Student Affairs Commission regarding student activities in their study programmes. Career guidance is said to be provided by the study programmes and the central Career Development and Assessment (CDA) Centre. Counselling in both academic and non-academic matters is reportedly overseen by IPB's Counselling and Guidance Unit which consists of faculty advisors/counsellors and professional psychologists. Each study programme has 2 counsellors from the faculty team and trained students who serve as peer counsellors.

The SER further states that students can file requests and complaints through IPB's Help Centre. For example, students can submit complaints related to study organisation, teaching, and assessments via the Academic evaluation. The IPB Help Centre forwards the requests and complaints to the relevant unit where the submission is processed. If complaints or requests are related to assessments and teaching, Course Coordinators are responsible under the coordination of the Education Commission Team. If the complaints are related to student activities, the responsible party for the complaints is the Student Commission.

The SER further states that IPB offers several scholarship opportunities such as the regional representative scholarships for undergraduate or vocational students, merit-based scholarships as well as excellence and regular scholarships from different institutions both from the public and the private sector.

To support the specific needs of students, IPB is said to offer a range of initiatives such as the Higher Education Affirmative Programme (ADik) which provides support to prospective students from 3T areas (frontier, outermost, and underdeveloped regions). Support for students with special needs is reportedly available in the form of websites equipped with voice features and accessibility tools that facilitate navigation, designated waiting seats for individuals with disabilities, digital signage that presents information in a digital format, and a video profile of IPB that includes translation services. Furthermore, there is a dedicated entrance for the Integrated Student Centre (ISC) programme specifically designed for students with disabilities. Specific support is also said to be available for student mobility activities outside the campus, such as student exchange. Regular student exchange programmes at IPB include the Indonesian International Student Mobility Awards (IISMA) as well as the REE Summer Course and the IE Winter Course. To support student mobility, scholarships and travel grant are available at IPB.

Expert evaluation

Material resources and infrastructure at IPB are vast, modern, and well-suited to achieve the programmes' ILOs. Classrooms feature projectors and smartboards, and facilities accommodate students with disabilities. The library offers extensive national and international literature, journals, and online databases, while open study areas, computer labs for stock-trading simulations, business incubators, agricultural facilities, and a

professional podcast/photo studio enable practical skill-building beyond lectures. Facilities scale appropriately to student numbers, providing sufficient space in rooms, labs, and common areas.

Students at IPB benefit from comprehensive academic and non-academic support services that are sufficient in scope and number for the student body across the three programmes. These services foster close relationships with lecturers, who hold weekly meetings to coordinate course content, assessment deadlines, and organisational matters, ensuring no overlaps and allowing adaptations to student needs. This coordination, combined with scheduled re-examination dates in each semester, enables students to complete their studies within the expected timeframe, even in cases of illness or initial failure. Students consistently highlight the high responsiveness of staff, including specific adaptations to their feedback and personal circumstances. To cope with the at times high workload, students have the option to propose a change of examination dates, apply more flexible alternative teaching methods (such as e- or hybrid learning) or in more difficult cases find individual arrangements (such as taking less courses in during the semester and extending the period of study).

Access to detailed course and module descriptions is transparent and standardised. Each module outlines intended learning outcomes, teaching and learning methods, assessment forms, and expected workload based on the university's credit point system. Designated academic advisors for each student track progress and address personal issues, supplemented by regular consultation hours.

Non-academic support includes on-campus psychological counselling, a lactation room for students and staff with children, and diverse sport facilities on campus.

Financial aid is robust, with numerous scholarships, and some affordable on-campus residences – a great number of students receive such support. The university also aids in finding project partners, internships, and career opportunities through a network of academic and private sector partners.

Student diversity is actively considered in resource allocation and support. Services accommodate varied needs, from disabilities to parenting, as well as introductory offers for new students include orientation on advising and resources.

Exchange students receive commendable support, particularly outgoing ones via receiving financial support for obtaining their passports, multiple scholarships, and a dedicated mobility window in the 7th semester without mandatory courses. There is furthermore an option for an international track that integrates a semester abroad and a significant number of students regularly participates in short-term and a more limited number in long-term international exchange programmes. The university offers multiple short-term exchanges abroad and a decent number of international partnerships with other higher education institutions. Information is available through the international office and shared regularly. However, the experts noted that not all students may have sufficient awareness of the possibilities of completing exchanges without extending study duration. It might therefore be beneficial to consider additional modes of information sharing such as using IPB's social media channels.

Overall, IPB's support ecosystem is highly developed, responsive, and aligned with accreditation standards, with minor room for enhancing mobility information dissemination.

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's/Master's 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 SER states that IPB University communicates information for stakeholders in accordance with national regulations on Public Information Disclosure (KIP). IPB's Public Information Service differentiates between information that must be delivered and announced periodically, information that must be available at all times, and information that must be announced immediately.

Information related to study programmes, ILOs, course/module descriptions, admission requirements and selection procedures, qualifications awarded, and procedures for teaching, learning, and assessment is announced periodically and can be accessed on IPB's website. Information on current and updated activities can be publicly accessed through the respective departmental websites, as outlined in the SER. IPB's Information and Documentation Management Officer is reportedly in charge of providing, servicing, storing, and documenting public information; coordinating the storage and documentation of all public information within the public body; and coordinating the provision and servicing of all public information under the control of the public body that is accessible to the public. In addition to the website, IPB and the Departments use social media channels such as Telegram, WhatsApp, Instagram, X, Facebook and YouTube to disseminate information. Apart from digital services, IPB's Integrated Service Centre (ISC) is a service designed to provide convenient access for students, lecturers, education staff, and the public to obtain administrative services through a single point of entry, as stated in the SER.

Expert evaluation

Overall, IPB's information policy is appropriate for and available to relevant stakeholders and the general public. Communication with respective stakeholders follows mandatory national regulations on Public Information Disclosure. This ensures transparency and comparability.

Public information on study programmes, admission requirements, and IPB's academic and research activities are comprehensive, up to date, and clearly documented on the website. News and events are announced periodically and can be assessed on IPB's website. Updating and maintenance policies are documented and responsibilities are clearly distributed. Besides the website, IPB maintains social media channels that predominantly feature current topics. This encourages especially young users and prospective students to learn more about IPB and their study programmes and activities.

The experts thus assess that IPB's provision of information for both internal and external stakeholders as well as the associated digital and technical infrastructure is highly satisfactory. However, the experts also identified minor areas for improvement. At the time of the site visit, not all public information were available in English. It might therefore be beneficial to add more English language content to the websites in the long run, especially as this would help with IPB's internationalisation efforts (e.g., expansion of international cooperation) which are already commendable. In this context, the experts find that research achievements, especially those that have potential impact on the public, could be highlighted more strongly to promote the quality of IPB's students and staff and subsequently generate more interest from national and international academic and research institutions as well as media outlets.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “Development Economics” without conditions.

The panel of experts recommends accrediting the study programmes “Resource and Environmental Economics”, and “Islamic Economics” offered by IPB University with conditions.

Commendation

The curricula of the three programmes under review demonstrate a strong structure, excellent labour market alignment, and high student achievement. The continuous development of the study programmes is ensured and supported by IPB’s comprehensive and clearly structured and documented QA system. The well thought through QA policies and procedures are efficient and effective which is clearly visible in the quality of the curricula and informs teaching, learning, and assessments. Besides being well qualified and having international expertise, the teaching staff of the Department of Economics is highly motivated and engaged with students. The latter are well informed about their study programmes from the very beginning all the way to their graduation. Students are enthusiastic about their studies which also comes from the open and supportive atmosphere in the Department of Economics and the trustful relationship between students and lecturers. IPB’s academic and non-academic support services are comprehensive and ensure that students have all the support they need to fully focus on their studies.

Findings

1. For the DE programme, the expert panel recommends developing specialised courses covering crucial topics of the field such as poverty economics to foster the students’ theoretical foundation.
2. For all programmes, the experts recommend including the history of economic thought more strongly in the curriculum, either via a distinct course or via inclusion in already existing foundational courses.
3. For all programmes, the experts recommend expanding interaction between the three programmes to further improve the quality of teaching and research across the programmes.
4. For the REE programme, the connection between theoretical and methodological approaches needs to be strengthened in the curriculum, e.g. by adding an introductory course.
 - a. For the REE programme, the topics of climate economics and global economic issues as well as methods on behavioural approaches should be featured more prominently in the curriculum.
5. For the REE and IE programmes, qualitative approaches should be included more systematically in the curriculum.
6. For the IE programme, a specific course on Qawa’id al-Fiqh must be included in the curriculum to ensure students gain the full theoretical foundation of the Islamic Economics field.
7. For the IE programme, it is recommended that students take the Indonesian Economics course offered by the DE programme to further expand their theoretical foundation in the field of Economics.
8. For all programmes, the expert panel recommends including an explicit question on student workload in the survey forms.
9. For all programmes, the experts recommend issuing a more detailed diploma supplement to facilitate and enhance international comparability and transparency.
10. For all programmes, IPB University should more strongly include the involvement of international teaching staff in their faculty planning.
11. For all programmes, international high-level publications should be even more supported to bolster the reputation of IPB and the Department internationally.