

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

Project Number:	21/002 Cluster 1
Higher Education Institution:	Hasanuddin University
Location:	Makassar, South Sulawesi, Indonesia
Study Programme:	Doctoral Programme in Economics, PhD (Doktor Ilmu Ekonomi)
Type of Accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited under conditions.

Period of Accreditation: June 29, 2022 to June 28, 2027

Conditions:

- **Condition 1:** The University ensures the correct conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015 (see chapter 3.1).
- **Condition 2:** The University provides the relevant documentation on the Doctoral Programme in Economics (including qualification objectives and curriculum) on its website (see chapter 4.3).
- **Condition 3:** The University reflects systematically on the results of the evaluation process and translates them into a concrete list of measures (see chapter 5).

Proof of meeting these conditions is to be supplied by March 28, 2023.

**The conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Hasanuddin University, Indonesia

Doctoral programme:

Doctoral Programme in Economics

Qualification awarded on completion:

Doctor of Economics, PhD (Doktor Ilmu Ekonomi)

General Information on the Study Programme

Brief description of the study programme:

The Doctoral Programme in Economics at Hasanuddin University is a research-oriented degree programme designed for students to become lecturers, researchers and practitioners in the field of Economics. Upon completion of the programme, students are awarded a doctoral degree as a result of their production of a doctoral thesis and publishable research over a period of three years.

Type of study programme:

PhD programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:

6 semester (3 years), 47 SKS credits¹

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

Maximum 30 students, enrolment twice per year

Programme cycle starts in:

both winter and summer semester

Initial start of the programme:

1995

Type of accreditation:

initial accreditation

If applicable: Accreditation in one cluster (cluster 1) with:

Master in Agribusiness (M.Si.)

Master in Development Economics and Planning (M.Si.)

¹ SKS: *Satuan Kredit Semester*

Procedure

A contract for the initial accreditation of the Doctoral programme in Economics was made between FIBAA and Hasanuddin University on January 25, 2021. On October 8, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Niklas Heuser

London School of Economics, London, United Kingdom

Student Development Management

(completed: B.Sc. Business Administration, University of Cologne, Germany)

Prof. Dr. Michael Koch

SRH University of Applied Sciences - The Mobile University, Riedlingen, Germany

Professor of Economics and Sustainability

(International Economics, Capital Markets, Risk Management, Sustainability in Economics, Economic Cooperation and Development, Sustainability Management)

Dr. Ibnu Qizam

Universitas Islam Negeri Jakarta, Indonesia

Associate Professor at Faculty of Economics and Business

(Islamic Economics, Islamic Banking and Finance, Islamic Investment Management and Capital Market, Islamic Accounting, Business Methodology)

Prof. Dr. Bodo Risch

Chamber of Commerce and Industry North Rhine-Westphalia, Muenster, Germany

Former Deputy Chief Executive Officer (General Economic Policy, International Economic Relations, Internationalization Strategies/ International Management)

Prof. Dr. Ralf Schlauderer

Weihenstephan University of Applied Sciences, Weihenstephan, Germany

Professor for Applied Agricultural Management

(Agricultural Business Management, esp. Corporate Planning, Production Economics, Corporate Management, Controlling)

Prof. Johannes Stephan

Technical University Freiberg, The University of Resources, Freiberg, Germany

Apl. Professor of International Resource Policy and Development Economics

(Systemic Transition, Catch-up Development, technology transfer and the role of natural resources, Institutional Economics, Innovation Systems, Open-economy, Money and Exchange Rates, Foreign Trade, Financial Crises, International Business, Competition)

² The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on February 7, 8 and 9, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Master Programme in Agribusiness (M.Si.) and the Master Programme in Development Economics and Planning (M.Si.). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 19, 2022. The statement on the report was given up on June 2, 2022. It has been taken into account in the report at hand.

Summary

The **Doctoral Programme in Economics** offered by Hasanuddin University fulfils with few exceptions the FIBAA quality requirements for doctoral programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022 and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects³: structural setup of the Doctoral Programme, documentation of the Doctoral Programme and quality assurance in terms of contents, processes and results. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University ensures the correct conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015 (see chapter 3.1).
- **Condition 2:** The University provides the relevant documentation on the Doctoral Programme in Economics (including qualification objectives and curriculum) on its website (see chapter 4.3).
- **Condition 3:** The University reflects systematically on the results of the evaluation process and translates them into a concrete list of measures (see chapter 5).

Proof of meeting these conditions is to be submitted by March 28, 2023.

Furthermore, the quality requirements that have not been fulfilled –

- The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution (see chapter 1.4),
- Internationality of the Teaching Staff (see chapter 4.1),
- Evaluation by Doctoral Students (see chapter 5),
- Evaluation by Supervisors (see chapter 5),
- Evaluation by Third Parties (see chapter 5)

– are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- Elaborating on the positioning of the Doctoral Programme in Economics in the strategic concept of the University (see chapter 1.4),

³ These aspects are asterisk criteria which means that they are essential for the study programme.

- Publishing the information on admission in English on the University's website (see chapter 2.),
- Starting earlier in the writing process of the dissertation (see chapter 3.1),
- Exceeding the maximum time frame of 5 years to complete the thesis (see chapter 3.1),
- Inserting the number of hours necessary for the respective courses into the module descriptions (see chapter 3.1),
- Adding applied econometrics to the programme (see chapter 3.2),
- Including more international contents into the curriculum (see chapter 3.2),
- Offering further training for students regarding statistical software (see chapter 3.2),
- Continuously developing the didactical concept (see chapter 3.4),
- Increasing internationality of staff via the international network of the University and establish regular guest lecturers and staff exchanges (see chapter 4.1),
- Intensifying the students' involvement in many international research activities and events (see chapter 4.2),
- Providing the relevant information on the programme in English in order to attract international students and increase the visibility of the programme (see chapter 4.3),
- That the faculty and the University's central quality assurance unit should agree on a standard, transparent and effective way of structuring the continuous improvement process (see chapter 5),
- Reflecting more systematically on the results of the evaluation process and translating them into a concrete list of measures (see chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There is one criterion in which the programme exceeds the quality requirements:

- Positioning of the Doctoral Programme in the Job Market for Graduates outside the research field (see chapter 1.3).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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Information

Information on the Institution

Hasanuddin University (Unhas) is a Higher Education Institution in the northeast of Makassar City in Indonesia which encompasses a total area of 220 hectares. Before the official establishment of Unhas in 1956, the University was part of the Faculty of Economics in 1947, a branch of Universitas Indonesia (UI) Faculty of Economics, Jakarta. The established of the Faculty of Economics in 1956 became the pioneer for the eventual construction of Unhas as an educational institution. The University was given a mandate to be an autonomous University in 2015 (fully implemented since year 2016) through Indonesian Government Regulation No. 53. As an autonomous University, Unhas strives to improve its quality and relevancy in a variety of fields and to be recognised internationally. The autonomous status implies that Unhas can easier introduce new study programmes and receives autonomy on its budgetary planning and business operations. In the course of this, Unhas implemented more than 50 study programmes since 2016, mainly Master and Doctoral Programmes.

Throughout its history, Unhas engaged on academic conducts that relate to teaching and learning, research and community service. The following strategic goals determine the activities of the University:

Vision:

“Centre of excellence for Indonesian maritime-based development of humanity, sciences, technology, arts and cultures”.

Missions:

1. To provide qualified learning environment to develop the capacity of innovative and proactive learners,
2. To preserve, develop, find, and create sciences, technology, arts and cultures,
3. To implement and disseminate sciences, technology, arts and cultures for the prosperity of Indonesian maritime society.

Values

1. Integrity: honesty, courage, responsibility, determination,
2. Innovation: the combination of creativity, quality-orientation, independence, pioneering,
3. Catalytic: bravery, determination, dedication, and competitiveness’,
4. Wisdom: appropriateness, fairness and civilized, holism and adaptability.

Strategic Goals:

1. To produce scholars of morality and integrity qualities,
2. To develop science and technology based on the concept of Indonesia Maritime Continent,
3. To apply and disseminate science and technology for the benefits of humankind,
4. To improve international reputation of Unhas,

- To develop a good University governance and build a modern environmentally friendly campus.

Unhas is now offering 213 study programmes consisting of 6 diploma programmes, 65 Bachelor programmes, 66 Master programmes, 26 Doctoral programmes, 8 Professional programmes, as well as 31 specialist programmes with a total student body of around 35.000 students. All study programmes currently have been nationally accredited by both BAN-PT (National Accreditation Agency for Higher Education) and LAM-PTKes (Independent Accreditation Agency for Health Study Programmes).

In line with Unhas strategic goals, 35 study programmes have been internationally accredited or certified by international accreditation agencies such as ABET, ASIIN, ABEST-21, AUN-QA and IABEE. Since the last several years, Unhas has been facilitating and empowering all study programmes to be internationally recognised through several priority development programmes such as international class, student and staff exchange, joint research and publication, credit earning, joint degree, as well as international accreditation.

Unhas strategic direction consists of long-term planning (Unhas Development Plan 2030) which is further derived to a series of medium-term plans (currently Unhas Strategic Planning 2020-2024) as the basis of preparing the Annual Planning. The Unhas Development Plan 2030 consists of five themes that can be summarised in the following figure.

Figure 1: The Strategic Themes of Unhas Development Plan 2030



Currently, Unhas is implementing the 3rd Stage or Milestone of Unhas Development Plan 2030 that is written in the University Strategic Plan 2020-2024 in which the main strategic goal is to become excellent and innovative University based on Indonesia Maritime Continent (IMC). The term IMC was firstly introduced by the late President Habibie describing that IMC referred to the uniqueness of the IMC region consisting of land, sea and air with rich diversities in term of natural resources, social, economic, arts and cultures, as well as health. Consequently, all programmes within Unhas must

develop their scientific uniqueness as a comparative advantage to similar programmes at other institutions.

The main strategic goals of the University Strategic Goals 2020-2024 are

- (1) improving graduate quality, relevancy, and competitiveness,
- (2) improving quality, relevancy, and innovation of research and community services,
- (3) down-streaming research results into markets,
- (4) strengthening good university governance, campus infrastructure and facilities.

Moreover, Hasanuddin University has received several accreditations and awards:

1. The “A” (excellent) accreditation by the BAN-PT for Universitas Hasanuddin since 2018.
2. A university in the class of 1001-1200 by the QS World University Ranking for the Universitas Hasanuddin in 2021.
3. The 79th impact rankings by the Times Higher Education in 2021 for the Universitas Hasanuddin, and it was the second in Indonesia.
4. The Disaster Management Campus by the Indonesian National Agency for Disaster Management (or BNPB) in 2021 for the Universitas Hasanuddin.
5. The Geographic Information System Advisor by the Environmental System Research Institute Indonesia in 2021 for Universitas Hasanuddin.

One of the faculties of Hasanuddin University is the Faculty of Economics and Business. In 1995, the faculty established a new study programme, the **Doctoral Programme in Economics**. The programme has officially received a permit of establishment from the Directorate General of Higher Education dated October 10, 1995⁴. The programme has been accredited “A” or “Highly Satisfactory” successively by the National Accreditation Body (Badan Akreditasi Nasional).

⁴ see: No.425/DIKTI/KEP/1995

Further development of the programme, statistical data and evaluation results

Table 1: Statistical Data Doctoral Programme in Economics

	1. Cohort 21/22 I	2. Cohort 20/21 II	3. Cohort 20/21 I	4. Cohort 19/20 II	4. Cohort 19/20 I	5. Cohort 18/19 II	6. Cohort 18/19 I	7. Cohort 17/18 II
# Study Places	30	30	30	30	30	30	30	30
# Applicants	Σ	22	5	9	5	30	22	23
	f	11	2	5	1	21	7	11
	m	11	3	4	4	9	15	12
Application rate	73,33%	16,67%	30,00%	16,67%	100,00%	100,00%	73,33%	76,67%
# First-Year Student	Σ	4	6	10	37	28	5	14
	f	2	2	4	15	11	4	4
	m	2	4	6	22	17	1	10
Rate of female students	0,5	0,333333333	0,4	0,405405405	0,392857143	0,8	0,285714286	0,333333333
# Foreign Students	Σ	0	0	0	0	0	0	0
	f							
	m							
Rate of foreign students	0	0	0	0	0	0	0	0
Percentage of occupied study places	13,33%	20,00%	33,33%	123,33%	93,33%	16,67%	46,67%	50,00%
# Graduates	Σ					5	14	15
	f					4	4	5
	m					1	10	10
Success rate						100,00%	100,00%	100,00%
Dropout rate						0,00%	0,00%	0,00%
Average duration of study						3 Years, 3 Month	5 Years	3 Years, 9 Month
Average grade of final degree						3,86	3,8	3,86

The programme admits students twice a year, in winter and summer semester. The programme offers 30 study places per semester; the statistical data show a decline in application rates since 2019. In most years, not all applicants are accepted into the programme. Across the last years, 34 students have graduated with an average study period of four years and an average GPA of 3.8.

The programme has undergone several iterations and changes since its introduction in 1995. In the next years, the University plans to strengthen the international focus of the study programme in order to increase the number of applicants through internationalisation measures, such as international accreditation.

Appraisal

The statistical data show relatively low application rates since the beginning of the Covid-19 pandemic (except for the cohort 21/22). During the assessment, the panel was able to observe that Unhas admits its students selectively, so that despite the number of applicants, not all study places are allocated to ensure that qualified students are admitted. Therefore, there have only been a few students starting in the programme in the last three years. Regarding the gender equality the panel notices the number of female and male students is relatively balanced.

For the following years, the University plans to counteract the declining application rates and increase the number of students with improving the quality and the offers of the study programmes, especially with a more international portfolio and focus.

With regard to students, there are no drop-outs, the success rate is 100 %. However, students exceed the planned time frame of three years on average on more than one semester. For the cohorts of 2019, 2020, 2021 and 2022 the programme is not finished, therefore, there are no graduated students as of yet.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The objectives of the Doctoral Programme in Economics correspond to the Indonesian Higher Education National Standard as promulgated by the Regulation of the Ministry of Research, Technology and Higher Education.⁵ These objectives are further aligned with the respective President Regulation⁶ concerning Indonesian National Qualification Framework, specifically the Doctoral Degree level (level 9). Accordingly, the study programme objectives are divided into general and specific objectives, which combine theoretical and practical aspects of learning. These include the following:

- a) Have academic abilities and professional abilities with a global perspective in economics, management and accounting with the following qualifications:
 - Having theoretical knowledge in the field of economics, management and accounting;
 - Having the ability to identify, formulate and solve problems in the field of economics, management and accounting through research and development activities based on scientific principles;
 - Having analytical skills using multidimensional approaches in solving community and business problems.
- b) Generate and apply research results in the field of economics, management, and accounting, which make a qualified contribution to the development of science and technology and solving problems in the community and can be used as a reference at international level;
- c) Generate community service activities based on the application of science and technology for community empowerment by building cooperation with all levels of society, the business world and the government for the benefit of the Indonesian Maritime Continent (BMI).

Graduates of the programme are therefore expected to meet three categories, which are described in more detail in the programme's learning outcomes.

⁵ see: Regulation No.44 of 2015, which subsequently amended by the Regulation of the Ministry of Research, Technology and Higher Education No.50 of 2018.

⁶ see: Regulation No.8 of 2012

Table 2: Learning Outcomes of Doctoral Programme in Economics

No	PLO	Profile Descriptions
1	Academics	Able to adapt to developments in macro and micro economics
		Able to develop economic theory and empirical methods with inter or multidisciplinary development to solve social/ economic problems
		Able to compile an economic analysis based on appropriate and up-to-date theoretical frameworks and empirical methods
		Able to manage economic research that is beneficial to society and science, and able to get national recognition
2	Researchers	Able to develop economic theory and empirical methods with inter or multidisciplinary development to solve social/ economic problems
		Able to compile an economic analysis based on appropriate and up-to-date theoretical frameworks and empirical methods
		Able to manage economic research that is beneficial to society and science, and is able to get national recognition
		Able to develop knowledge of certain specializations in economics through critical, accurate, and tested scientific studies based on science and technology
		Able to adapt to developments in macro and micro economics
3.	Practitioners	Able to develop economic theory and empirical methods with inter or multidisciplinary development to solve social/ economic problems
		Able to develop knowledge of certain specializations in economics through critical, accurate, and tested scientific studies based on science and technology

Appraisal:

The Doctoral Programme corresponds to the goals of the European and national qualification framework. The Doctoral Programme and the pursued qualification and competency goals are matched with each other. Graduates are expected to be qualified as academics, researchers and practitioners in the field of Economics.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1*	Objectives of the Doctoral Programme*			X		

1.2 Positioning of the Doctoral Programme in the education market

The Doctoral Programme in Economics at Unhas is the third Doctoral Degree Programme in Economics in Indonesia after Universitas Indonesia in 1990 and Universitas Gadjah Mada in 1993. Since then, several other large universities in Indonesia followed, such as: Universitas Diponegoro 2002 and Universitas Brawijaya 2007.⁷ The Doctoral Programme at Unhas is therefore already established on the market.

⁷ source: <https://pddikti.kemdikbud.go.id/>

In 2012, the total number of people with doctoral degrees was 25.000. Two years later that number rose to 75.000 people. In order to increase the number of doctors in Indonesia, the Government provides the Education Fund Management Institute (LPDP) with an endowment fund allocation which currently reaches IDR 20.6 trillion for scholarships for Indonesian students who have high academic achievements. The endowment fund is managed by the LPDP Public Service Agency (BLU). When it was established in 2012, LPDP's endowment fund reached Rp. 15.6 trillion and has now increased to Rp. 20.6 trillion. LPDP itself is a government institution managed by the Ministry of Finance, Ministry of Education and Culture, Ministry of Research Technology and Higher Education and Ministry of Religion.⁸

Besides the government funding in support for graduates continuing with a PhD, Unhas also offers qualified teaching staff, which either holds Professorship (33 individuals) or Doctorate-degree, locally known as Strata Tiga (25 individuals).

During the online conference, the panel learnt that the students come from various regions in Indonesia, but most are from South Sulawesi or the city Makassar. In terms of content, applications for the programme are in most cases Master graduates of respective Economics programmes that are already working as lecturers at Unhas or another HEI in the region.

Appraisal:

The Doctoral Programme is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals. Although there are many Doctoral Programmes in Indonesia and the region, the programme is established in the educational market.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market			X		

1.3 Positioning of the Doctoral Programmes in the Job Market for Graduates

About 95 percent of the students of Doctoral Programme in Economics are already employed when they start studying. In addition, most graduates stay in the same company or institution after graduation. In the research field, the job characteristic of graduates consists of academics and researchers. About 85 % of the graduates work in research. Current employers of Doctoral Programme alumni represent a wide range of institutions on national and local level. Some of them are state universities and private universities, as well as other HEIs. Therefore, most graduates work

⁸ see: <https://tirto.id/ckK9>

as lecturers while doing research in the scientific discipline of Economics. Some of alumni have a structural position as Dean or Vice Dean at a university.

Besides academic placements in the research field, some of the graduates have also placed outside the research field, such as in private and government institutions.

In outside research field, the employer of Doctoral Programme in Economics alumni represents a wide range of institutions on national and local level. Some of the private institutions are PT Bank Sulselbar, PT. Inco (Vale), PT Pelindo IV, PT. Bank BRI, PT Bank Mandiri, PT Bank BNI. In addition, some of the government institutions both on national and local level are the Ministry of National Planning and Development/National Development Planning Agency, Ministry of Finance, Ministry of Industry, Ministry of Home Affairs and district/provincial government (such as regional planning agency, department of industry and commerce, department of cooperative and MSMEs, government tourism office). In addition, there is about 85 % of alumni get the promotion in his/her job during nine months after graduation.

All of this information is obtained through tracer studies and in-depth interviews with the alumni and their employers.

Appraisal:

The Doctoral Programme with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research. The majority of graduates make a career in academia and work as lecturers at Hasanuddin University or other universities. Most students (85 %) are already employed when they start studying in the programme.

The Doctoral Programme is also strongly positioned outside the science and research field by taking into account the professional qualification for employment due to the described profile and the pursued focus of research. Although the focus lies on research and most graduates work as lecturers after finishing their PhD, they are qualified for other career paths in terms of skills in research and practice (see chapter 1.1). Some graduates work in government institutions. The positioning outside the research field was analysed. The competitiveness of the programme with regards to the pursued qualification and competency goals for employment outside the science and research fields is stated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields		X			

1.4 Positioning of the Doctoral Programmes in the Strategic Concept of the Higher Education Institution

The vision of the Doctoral Programme in Economics is closely related to the overall vision of the University. The vision is to become a center of excellence in human development, science, technology, art and culture based on the Indonesian Maritime Continent. The Doctoral Degree Programme in Economics supports the achievement of this vision by establishing a vision, namely a center of excellence for doctoral education in economics with international reputation based on the Indonesian Maritime Continent. The implementation is associated with research and research methodology policies that accommodate research in the field of marine economics, coastal communities, island communities and local wisdom.

There are five focuses in the Strategic Plan 2016-2020 of Universitas Hasanuddin, two of them are especially relevant within the Doctoral Programme in Economics, namely

- 1) Improving the quality and relevance of research based on the Indonesian Maritime Continent; and
- 2) Enhancing the international reputation of Unhas. This is reflected in the formulation of vision of the Doctoral Programme.

The strategic plan also includes the following goals: producing scholars of morality and integrity, applying and disseminating science and technology for the benefits of humankind, as well as developing a good University governance and build a modern environmentally friendly campus.

In its statement on the report, the University elaborated on its vision as part of Unhas Strategic Plan 2020-2024. The Doctoral Programme is especially involved in the strategic goal of Unhas to become a centre of excellence in human development, science, technology, art and culture based on the Indonesian Maritime Continent. The Doctoral Programme in Economics is particularly involved with research and research methodology policies that accommodate research in the field of marine economics, coastal communities, island communities and local wisdom.

Appraisal:

The University has based their strategic concept on an overall vision. However, the positioning of the Doctoral programme within this concept was not clear and comprehensive to the panel. Therefore, the panel recommends that the University elaborates on the positioning of the Doctoral Programme in Economics in the strategic concept of the University. Especially, it did not become clear to the panel, how precisely Unhas is planning to convert its vision into practical achievements in the course of the next years or which milestones have already been achieved in the framework of the Unhas Strategic Plan 2020-2024.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution				X	

1.5 Gender Equality and Equal Opportunities

The vision and mission, as well as the objectives of the Doctoral Programme in Economics at Unhas include gender equality in the teaching and learning process. The principle of equality relates to the recognition and equal treatment of rights, obligations and gender.

Hasanuddin University has a basic policy of applying the principles of gender equality and non-discrimination in all student admissions and all aspects of the implementation of study programmes. Students are accepted regardless their race, nation origin, religion, marital status, gender and otherwise. This is reflected in the Government Regulation of the Republic of Indonesia No.53 of 2015 concerning the Statute of Hasanuddin University. The seventh section relates to students and alumni, article 48 paragraph 4 states that every student has the same right to obtain educational services and supporting facilities to ensure the smooth learning process. The steps that have been taken in resolving these problems will be reviewed periodically and adjusted according to the results obtained.

The form of implementation based on justice, through course plotting and dissertation guidance is prepared by the Head of the programme and decided by deliberation through a lecturer council meeting.

The facilities and infrastructure at Hasanuddin University are designed to support people with disabilities, such as there are lanes for wheelchairs, lanes for the blind and toilets for the disabled. So that equality for all people with different backgrounds is very welcome in the study programme. Students with disabilities or health concern will be accommodated in respect to their academic activities. For example, in case a student cannot attend test in specified date due to health issue, he could postpone it to another possible time. The regulation also stipulates that staff administration system is transparent and based on staffs' performance without discriminating against ethnicity, race, religion and group.

What is more, the panel learnt during the online conference that the library offers special assistance for blind students, as well as a braille corner.

Appraisal:

The higher education institution fulfils its tasks in this Doctoral Programme by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme

as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

The admission system for new students is based on the respective Regulation of the Hasanuddin University Rector on admissions in Master and Doctoral programmes⁹ and the Guidelines for the Implementation of the Hasanuddin University Doctoral Programme¹⁰. These regulations includes the academic requirements of prospective new students, administrative requirements, the selection process for prospective participants, foreign student admissions, transfer student admissions and students moving to other study programmes.

The admission system for the programme is carried out by the Unhas postgraduate programme. The requirements for registering for the Doctoral Degree Programme in Economics at Unhas are the same as for other doctoral programmes at Unhas and consist of academic and administrative requirements.

To be accepted as a Master student, applicants must meet the following academic and administrative requirements:

1. Certified with a Master thesis from an accredited study programme with a GPA \geq 3.50.
 - Those with a Master thesis certificate with a GPA of 3.25 – 3.50 can be considered if they have at least two scientific papers according to their field of knowledge published in an accredited journal or a national journal that has an ISSN.
 - Those with a Master thesis certificate with a GPA $<$ 3.25 can be accepted if the applicant has published at least one article in an international reputable journal.
 - A non-thesis Master's degree certificate and a professional programme in the same level as a Master's degree can be considered if the applicant has at least published two articles in an international reputable journal.
2. Have the ability to speak English with a TOEFL equivalent score of 500.
3. Have a minimum Academic Potential Test score of 550.
4. Entering research proposals.
5. Passed the entrance selection examination for Unhas postgraduate programme.
6. Graduates of the Unhas Master programme through the thesis path with a cum laude predicate can continue their education at the Unhas postgraduate programme without going through an entrance exam, but must meet the English Language requirements. The age of the diploma is not more than three years.
7. Specifically for Doctoral Programme participants through the research pathway, in addition to the language requirements and academic potential test, they are also required to pass a selection exam conducted by a special assessment team formed by the Head of the study programme.

⁹ see Rector's Regulation No.36621/UN4.1/PP.37/2017 concerning New Student Admissions to Hasanuddin University, supported by the Decree of the Chancellor of Hasanuddin University regarding the Implementation of New Student Admissions for the Masters and Doctoral Programmes of Hasanuddin University

¹⁰ see: Regulation No.18372/H4/PP.25/2011

The selection procedure includes the following steps:

1. The candidate's academic ability is assessed in accordance with the chosen field of study, completeness of requirements, English proficiency, GPA, mastery of basic substances in the field of science and a dissertation study plan.
2. Selection of prospective students is carried out by a team appointed by the Chancellor at the suggestion of the Director.
3. The meeting to determine graduation is chaired by the Chancellor and attended by the leaders of the postgraduate programme, the Dean and the Head of the study programme.
4. Students who are declared accepted are determined by the Rector's Decree.
5. The selection results are submitted by the director to the candidates through the Unhas postgraduate programme website.

The admission is only valid once in the academic year of the selection. Selection of prospective students is carried out twice a year.

Decision on admission of student candidates is carried out objectively based on the scores obtained from each stage of the admission procedure. Determination of the graduation is enacted through a leadership meeting between the Rector and the Dean of the related faculties, except for the determination of graduation regarding national selection and cooperation with partners.

The results of the selection of student candidates are announced by Rector Decision Letter (Surat Keputusan Rektor) and can be publicly accessed on the official website for student admissions.¹¹ The announcement covers student candidates that are graduated or rejected.

In its statement on the report, the University added that the announcement consists of: academic calendar, education level (Bachelor, Masters and PhD programme), tuition fees per semester, schedule for new student admissions, new student registration flow, new student registration procedures and announcements of prospective students passed or rejected. Prospective students who pass the admissions selection will be sent directly a graduation certificate and asked to re-register through the website that has been determined.

Student candidates can also consult University staff regarding the admission process and results via telephone (0853437427764, 085343991587) or email (regpmb@unhas.ac.id).

Appraisal:

The admission conditions and procedures for PhD students are properly defined and set out transparently. The selection procedure satisfies the legal requirements. The decision on the admission of applicants within the procedure is transparent and clearly communicated. However, the panel recommends publishing the information in English on the University's website.

¹¹ see: <https://regpmb.unhas.ac.id>

Quality Ratings

		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1*	Admission conditions and procedures*			X		
2.2	Selection Procedure			X		
2.3	Transparency of the Decision on Admission			X		

3. Implementation

3.1 Structure

Projected study time	6 semester/ 3 years
Number of Credit Points (CP)	47 SKS
Workload per CP	Direct course: 1 (one) CP covers 50 (fifty) minutes in contact hours plus 60 (sixty) minutes in assignment/tutorial plus 60 (sixty) minutes of self-study. Non-direct course: 1 (one) CP covers 50 (fifty) minutes in contact hours plus 70 (seventy) minutes of self-study
Number of courses	12 courses, consisting of 7 direct courses and 5 non-direct courses (paper, article journal, proposal seminar, result seminar and thesis examination)
Number of contact hours	626.7 hours

The Doctoral Programme curriculum is designed in such a way that students must complete supporting compulsory courses according to the main field of study they are taking, no later than two semesters, after which new students are allowed to carry out qualification exams and research proposal seminars. Therefore, Doctoral students are required to live in Makassar and participate in full academic activities for at least two consecutive semesters. During the application process, the availability of students for lectures is examined.

The curriculum refers to the Indonesian National Qualifications Framework (KKNI) which builds a curriculum consisting of a group of subjects such as: scientific development courses (PI), skills development courses (PK), main interest courses (MU) and coursework development behavior or dissertation supporting courses. Scientific development courses, expertise and concentration are referred to as compulsory subjects. The work behavior development course consists of what is also called the work behavior development course and a dissertation.

Table 3: Programme Structure

Semester	Course	Credit Point
I	Philosophy and economics	3
	Economic Theory	3
	Research Methodology	3
	Economy of Indonesia	3
II	Research Economic Theory	3
	Econometrics	3
	Political Economy	3
	Research Proposal Seminar	2
III & IV	Research Results Seminar	2
	Scientific Publications	4
	Conference	5
V	Doctoral's Thesis	12
	Total	47

The curriculum includes seven compulsory courses, research assignments and dissertation writing that consists of research proposal seminar, research results seminar, scientific publication, conference and doctoral thesis. In the second year, students can start doing research activities, which consists of a research proposal seminar, research result seminar, scientific publication and conference. In the third and fourth years, students prepare a doctoral's thesis. The minimum number of credits that must be taken by doctoral students is 47 SKS with a maximum study period of 5 years (10 semesters). The total workload of the programme is 2,130.7 hours (626.7 hours in class and 1,504 hours of self-study). 1 SKS therefore corresponds to 45.33 hours of work. The University uses a conversion rate that 1 SKS equals 4.05 ECTS, which would mean that 47 SKS convert into 190.35 ECTS. This would mean that 1 ECTS equals 11.2 hours of work.

In its statement on the report, the University handed in another calculation referring to a conversion rate in which 1 SKS equals 1.8 ECTS. However, this conversion is still not consistent since Unhas states the total number of ECTS for the programme as 107.

Table 4: Curriculum Doctoral Programme in Economics

1 st Semester										
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
M1	Philosophy and Economics (Compulsory)	3							40	96
M 1.1	The basic concept of Philosophy									
M 1.2	Classical Western Philosophy									
M 1.3	Modern Philosophy									
M 1.4	Economic dimension, logical value, and economic aesthetics									
M 1.5	Materialism, alienation, property right, and ideology									
M 1.6	The relationship between economic normative and positive									
M2	Economic Theory (Compulsory)	3							40	96
M 2.1	Theory of demand, supply, and market equilibrium									
M 2.2	Elasticity									
M 2.3	Market									
M 2.4	Externality									
M 2.5	Business Cycles									
M 2.6	National income									
M 2.7	Investment, economic growth and development									
M 2.8	Fiscal policy									
M 2.9	Monetary policy									
M 2.10	International trade and mobility									
M 2.11	Alternative Economic System									
M3	Research Methodology (Compulsory)	3							40	96
M 3.1	The introduction to research methodology									
M 3.2	The broad area dan defining the problem statement									
M 3.3	Qualitative research process									
M 3.4	Quantitative research process									
M 3.5	Analysis of quantitativ data									
M 3.6	Linear regression methods									
M4	Economy of Indonesia (Compulsory)	3							40	96
M 4.1	The economic concepts									
M 4.2	Economic system of Indonesia									
M 4.3	Economic growth and economic structure									
M 4.4	The paradigm of economic policy in Indonesia									

2nd Semester								
M5	Research Economic Theory (Compulsory)	3					40	96
M 5.1	Demand, Supply, and Its Application							
M 5.2	Consumer behavior							
M 5.3	Production							
M 5.4	Market economics or Classical economics							
M 5.5	Keynesian Revolution: Phillip Curve, Stabilization Policy and Development of Basic IS-LM							
M 5.6	Consensus or Neoclassical Synthesis: Philips Curve and Lucas Critique							
M 5.7	Monetarism and New Classical Macroeconomics: Rational Expectation, Microeconomic Foundation, Market Clearing and General Equilibrium Macro Model							
M 5.8	New Classical Theories: Imperfect Information, Money, Real Business Cycle and Sectoral							
M 5.9	New Keynesian Macroeconomics: Sticky Wages and Labor Contracts							
M 5.10	New Neoclassical Synthesis: Market Clearing and Macro Model							
M6	Econometrics (Compulsory)	3					40	96
M 6.1	Multiple regression model							
M 6.2	Classical linear model assumption							
M 6.3	Regression with dummy independent variable							
M 6.4	Regression with dummy dependent variable							
M 6.5	Panel data regression							
M 6.6	Distributed lag model							
M 6.7	Model vector autoregressive (VAR)							
M 6.8	Instrumental variable							
M 6.9	Simultaneous equation model							
M 6.10	Time series econometrics							
M 6.11	Spatial econometrics							
M7	Political Economy (Compulsory)	3					40	96
M 6.1	The Political economy of the Pre-Classical School							
M 6.2	Brief review of Classical liberal							
M 6.3	Classical liberal political economy perspective							
M 6.4	The view Division of Labor (Division of Labor)							
M 6.5	Classical View on the "Nature of Men"							
M 6.6	The role of government in Classicism							
M 6.7	Deliamov on the Perspective of Classical Political Economy							
M 6.8	Comment on the Classical Political Economy Perspective							
	Research Proposal Seminar	2					26,7	64
3rd Semester and 4th Semester								
	Research Result Seminar			4			53,3	128
	Scientific Publication			5			66,7	160
	Conference			3			40	96
5th Semester								
	Doctoral's Thesis					12	160	384
total		12	11	12	12		626,7	1504

The implementation of the Doctoral Programme in Economics Unhas is regulated in the Regulation of the Rector of Hasanuddin University¹² as follows:

1. Doctoral Programmes at Unhas have a study load for participants with Master's education (S2) of at least 42 credits and a maximum of 48 credits including a dissertation which is scheduled for six semesters and can be taken at least five semesters with a study period of approximately ten semesters. The Doctoral Programme in Economics requires that 47 SKS credits are studied.

¹² see: Regulation No.2785/UN4.1/KEP/2018

2. Of the entire programme, a minimum of 20 credits is in the form of structured lectures with a maximum of 9 credits in the form of compulsory courses and dissertation, publication and participation in international seminars of at least 22 credits.
3. Doctoral Programme students are required to publish (accepted) at least one article in an international journal indexed by SCOPUS or of equivalent reputation and at least one article presented at international seminars in Indonesia or abroad.
4. Doctoral Programme students must make a study plan that includes all courses that will be undertaken during the Doctoral Programme and signed by the Dean of the faculty.
5. Articles published or in seminars must be related to dissertation research.

Prospective students who are declared to have passed the admission selection in the Doctoral Programme in Economics will be enacted through the Rector's Decree. While holding the status of a Doctoral student, each student will have the opportunity to take advantage of various learning facilities at the faculty, obtain research grants, be involved in community service activities and others.

After graduating from the Doctoral Programme in Economics, students will receive a diploma and transcript signed by the Dean of the Faculty and the Rector of the University. Every student who has completed education is also entitled to a degree and the right to hold a Doctorate in Economics.

The curriculum of the Doctoral Programme in Economics is based on lectures and individual research. While studying in the programme, students are required to attend seven compulsory courses that can be taken in the first year, namely Economic Philosophy, Economic Theory, Research Methodology, Economy of Indonesia, Research Economic Theory, Econometrics and Political Economy. Each course consists of 3 SKS credits, so that the total number of SKS credits for lectures is 21. Five courses are accompanying the student's research project (research proposal seminar, research result seminar, thesis examination, scientific publication, and Conference). All courses within the programme are supported by course outlines provided for each semester that include a description of contents, required readings, qualification competence, learning methods, number of credit points and assessment method. All information in the course outline is based on the targeted learning outcomes of graduates as stated in the National Standard for Higher Education and The Indonesian National Qualification Framework level 9 (see chapter 1.1).

Appraisal:

The structure corresponds with the objectives of the doctoral programme and it properly connects the range of courses with the research tasks of the doctoral students. The PhD programme combines the research in the student's individual project with courses that support the student in conceptualising and writing the dissertation. Students must complete twelve courses in total, seven of which are compulsory content courses scheduled for the first year of study, five courses are accompanying the student's research project. In total, students must complete 47 SKS. The conversion into ECTS is not consistent with the the ECTS User's Guide 2015, since the current conversion would mean that 1 ECTS corresponds with 11.2 hours. According to the ECTS Users' Guide 2015, 1 ECTS equals 25 to 30 hours.

Therefore, the panel recommends the following **condition**:

- The University ensures a unified conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015.

What is more, the panel is of the view that the dissertation writing starts quite late within the course of study which results in a short time frame to complete the dissertation. Therefore, the panel recommends starting earlier in the writing process.

Since this writing process may well take more time, the panel also recommends exceeding the maximum time frame of five years to complete the thesis.

The structural requirements of the Doctoral Programme are accounted for by taking into account the national and higher education specific requirements in a doctoral degree regulation in Indonesia.

In terms of law and of fact the status is regulated properly.

The range of courses are described according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved. Moreover, the panel recommends inserting the number of hours necessary for the respective courses.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1*	Structural Setup of the Doctoral Programme*				X	
3.1.2*	Doctoral Degree Regulations*			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4*	Module Description*			X		

3.2 Content

The three objectives of the Doctoral Programme in Economics as described in chapter 1.1 are implemented in the current curriculum with courses designed to equip students' academic and professional abilities with a global perspective. In each course, the lecturer gives broader perspectives, case studies and assignments to the students.

The programme requires students to compile research, with several stages that can strengthen students' capacity in researching and communicating their research results, namely research proposal seminars, research result seminars, scientific publications, conferences and doctoral thesis. These processes encourage doctoral students to actively involve in their research field.

Moreover, the programme organises collaborative activities with various stakeholders, such as local governments, the Bank of Indonesia and the Central Statistics Agency (BPS). In addition, the study programme also regularly organises community services activities, both carried out by students and lecturers.

The three objectives of the study programme and efforts to achieve them are expected to encourage graduates to be experts as academicians, researchers and practitioners.

Science and Research Based Teaching

Students in the Doctoral Programme in Economics must publish the results of his/her dissertation research in scientific journals, whether international or nationally accredited and take part in national seminars, conferences and international seminars so that the results of the dissertation research can be disseminated. In addition, the management of the study programme also strives to make the research results used as learning materials in the classroom, which are designed in form such as reviewing the articles and case studies.

Focus of the Curriculum on Qualification and Competency Development

Each course has course learning outcomes (CPMK) which are derived from study programme graduates' learning outcomes (CPL). Each compulsory course of the study programme is directed to equip students' academic abilities, especially in mastering economic theory. This shall strengthen students' analytical skills in preparing and conducting research activities. Students' mastery of economic theory can also facilitate the preparation of literature reviews and the formulation of empirical models in writing articles and dissertations.

For example, the course Research Economic Theory includes three learning outcomes:

- Being able to analyse the development of microeconomic and macroeconomic theory;
- Being able to analyse research that develops in microeconomics and macroeconomics;
- Being able to conduct studies and research in microeconomics and macroeconomics.

Futhermore, these the study programme graduate's learning outcomes (CPL) are in accordance with the Indonesian Qualification Framework (KKNI) level 9. On this level, the doctoral student has to fulfill the qualification, such as: being capable of organising, leading and cultivating research and development useful to science and valuable to human civilisation as well as obtain national and international recognition.

Technical Offers

The training and development of education personnel is basically carried out by considering the main needs of the University and the faculty as well as paying attention to the interests and career

development directions of the employees. Training is provided to equip employees with the skills needed to carry out their work. Meanwhile, development is focused on supporting the career advancement of employees. The need for training can be identified through the results of employee performance appraisals and filling out a training needs analysis form.

In addition to staff training, the Doctoral Programme also facilitates students who are conducting research by providing technical research competency training, including statistical software training (Stata, Eviews and RStudio) which aims to equip students with data processing and analytical skills. The training is organised by the study programme in collaboration with the Laboratory of the Department of Economics. These trainings complement to several courses of the programme, such as Econometrics and Research Economic Theory.

Multidisciplinary Qualification

In addition, the study programme also provides opportunities for students to develop softskills such as: leadership, networking, communication, social empathy and others. This skill development is carried out by several activities like student participation on intra-campus organisation, community services and attending national and international conferences. In the first and second semester of the programme, students are introduced to a variety of compulsory and elective courses. These courses train the research, analytical and communication skills of the students. Finally, students are also provided with thesis supporting courses. These courses consist of Research Methodology, a seminar on Research Proposals, a seminar on Research Results and a seminar on Publication.

Appraisal:

The concept of the Doctoral Programme and the concrete implementation of the learning objective are matched with each other. The competency concerning enhanced participation in the research field is the issue at the heart of the implementation. To further support the development of the students, the panel strongly recommends adding some advanced econometrics into the programme. Currently, the programme only includes theoretical econometrics; more applied econometrics could be used by the students as a tool within the dissertation. Moreover, the panel strongly recommends including more international contents into the curriculum.

The teaching presents the current status of scientific knowledge in accordance with objectives and it takes into account the associated relevant research.

The courses are aimed at qualification and competency development and are sensible linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled.

The offer covers the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. It corresponds with the focus of research of the scientists and doctoral students involved in the programme. The courses on different research methods and approaches to science are part of the curriculum. An introduction to respective software and technical equipment (e.g., Stata, RStudio) is also included. Since the application of those softwares is an important part to pursue research in the field of Economics, the panel recommends offering further training for the

students. This recommendation is also supported by the feedback of students as to improvement potential of the programme.

Multidisciplinary qualifications in the doctoral programme are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laymen. The University encourages its students to present their research at international conferences, as well as to exchange with other PhD students within and outside of Unhas.

Furthermore, it promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1*	Logic and Conceptual Consistency*			X		
3.2.2*	Science and Research Based Teaching*			X		
3.2.3*	Focus of the Curriculum on Qualification and Competency Development*			X		
3.2.4	Technical Offers			X		
3.2.5*	Multidisciplinary Qualifications*			X		

3.3 Examination Procedures

Examination

During their studies in the programme, students are required to take four types of exams: course exams, qualification exams (prelim and colloquium), dissertation proposal exams and dissertation exams. The exams can be held in writing, oral, writing papers, seminars, giving assignments or a combination thereof. These types of exams are designed according to doctoral standards in accordance with the Indonesian qualification standards.

Assessment of student achievement in a course or other academic activity is carried out using the symbols of letters and numbers with a value range of 0–4.¹³

¹³ Based on the Chancellor's Decree No. 18372/H4/PP.25/2011

Table 5: Assessment of Student Achievement in a course

Score (in letters)	Score (in numbers)	Range	Description
A	4	86 – 100	Very Good
A-	3,75	81 – 85	Very Good
B+	3,50	76 – 80	Good
B	3,25	71 – 75	Good
C+	3	61 – 65	Fair
C	2,75	51 – 60	Fair
E	0	0 – 50	Bad

The achievement of students is assessed by Grade Point Average (GPA) and Cumulative GPA. GPA is the result of studies in each semester, while the Cumulative GPA is the result of studies for more than one semester. Students are declared to have passed the programme after following the doctoral program education stages in a coherent manner, with a GPA of 3.25 and without a C grade.

The results of the Doctoral Programme graduation are announced after the dissertation exam, with the graduation predicate as follows:

- a. Graduated with predicate Summa cum laude: Cumulative GPA is 4.00, publication of at least three international scientific papers related to the dissertation and the length of study was not more than eight semesters.
- b. Graduated with predicate cum laude: GPA is 3.86 to 4.00, publication of one international scientific work and three national scientific papers related to dissertations in accredited scientific journals and the duration of study was not more than eight semesters.
- a. Graduated with predicate very satisfactorily: GPA is 3.61 to 3.85 with a maximum study period of four years.
- b. Pass satisfactorily, if the GPA is 3.25 to 3.60.

Organisation of the Examination

The exams are regulated by the Rector Degree No.2785/UN4.1/KEP/2018 concerning Doctoral Programme Administration. The exam is one of the tools to assess the ability of a student in mastering the lecture material which consists of:

1. Mid-semester Exam and Final Semester Exam

- The type of exams aims to evaluate mastery of subject matter held respectively in the Mid-semester and end semester for each subject.

2. Qualifying/Preliminary Exam

- This exam must be taken before writing a dissertation proposal.
- The exam is held at the end of the third semester in the form of a written exam and/or an oral exam. The student has to have completed courses in semester I and semester II and a minimum Cumulative GPA of 3.25.

3. Seminar and Dissertation Proposal Exam

- The evaluation of the dissertation proposal can be held in the fifth semester. Prior to the evaluation of the proposal, a proposal seminar will be held. If the proposal is accepted, the

student is declared to have passed the proposal exam and becomes a doctoral candidate and can continue to research stage. If the proposal is rejected, the student can repeat two times.

4. Seminar on Dissertation Results

- The seminar is held after the research data are processed, analysed, interpreted, discussed and concluded, as well as recommendations are given. The seminar is intended for the students to get input from various sources, including experts who are considered with their fields of knowledge. The results of the dissertation research seminar are used as material for the purposes of preparing the dissertation manuscript.

5. Doctoral Final Examination

- The final exam of the programme is in two stages, a Pre-Promotion and if the doctoral candidate is declared to have passed, it can be continued with the second stage, the Promotional Exam.

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment carried out by scientists.

The examinations are properly organised in terms of number, distribution, process and form registration. The disadvantage compensation is regulated.

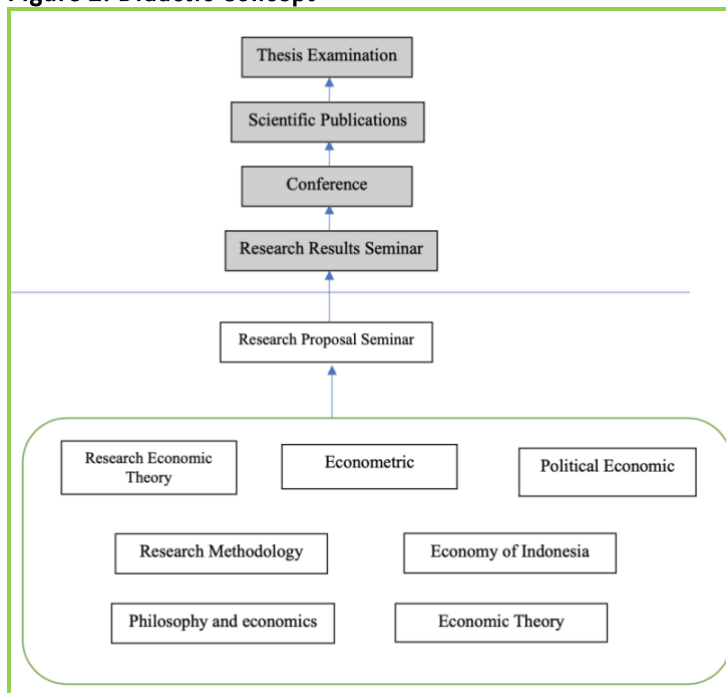
Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1*	Examinations*			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

The Doctoral Programme in Economics organises academic activities based on lectures and research, which include lectures, seminars, research, scientific publications and dissertation exams. The learning process is designed to encourage students to be able to evaluate economic problems by choosing economic theory, producing critical scientific studies and solving problems through an

inter- or multidisciplinary approach with empirical methods. The mapping of the didactical concept is shown in the following figure:

Figure 2: Didactic Concept



With attending the study programme, students will be equipped with academic abilities through lectures, as well as skills in conducting research through a series of research processes such as research proposals, seminars, conferences, scientific publications and thesis examinations.

In this context, the learning is carried out through three patterns, such as classroom learning, seminar learning and independent learning. These three patterns differ in terms of process and method of evaluation:

1. Classroom learning: Materials are delivered face-to-face on a regular basis according to schedule. The material to be discussed during one semester is determined by the lecturer/course coordinator according to the syllabus. The details of the material and the delivery schedule are made into the Lecture Programme Unit (Satuan Acara Perkuliahan). Assessment of learning outcomes is obtained from the results of structured activities, midterm exams and final exams. Structured activities are carried out outside the classroom that have been planned by the lecturer. These activities can be in the form of assignments, scientific papers or discussing case studies to be done by individuals or student groups.
2. Seminar learning patterns: Organised discussions between students and lecturers or fellow seminar participants. The material discussed is determined by the student with the approval of the supervisor. This learning pattern is applied to seminar courses in the field of concentration/study. In this learning pattern, students also write scientific papers. Assessment is carried out through presentations.
3. Independent learning pattern: The learning process is carried out by discussion between individual students and the supervisor. The material discussed is determined by the students

with the approval of the lecturer. In this learning process, each student participating in the lecture writes a scientific paper for a dissertation and/or literature study/independent study. Assessment of mastery of scientific paper material is carried out through oral and written presentations in limited formal/scientific meetings. These activities run during one semester period. Specifically for dissertations, the assessment is carried out in several stages so that the assessment does not have to be completed at the end of the semester.

The Doctoral Programme strives to expand students' as well as lecturers' network and build the widest possible collaboration. These efforts are carried out by increasing student participation in national and international seminars, planning and involving students in sandwich programmes, increasing the competence of lecturers through comparative studies in abroad. What is more, the panel learnt during the online conference that doctoral students are encouraged to network and exchange with other students in seminars and colloquiums that include also doctoral students from other universities.

Graduates of the programme are also members of the alumni network. Information and communication media from alumni activities can be traced through the website.¹⁴ The results of this network of alumni can increase collaboration and partnerships between the programme and various institutions and agencies (because alumni are invited as resource persons and sign collaborations in the context of partnerships). The existence of networking can assist study programmes in finding places for field visits or looking for speakers for seminars and guest lecturer.

To facilitate the study, every doctoral student is guided by an academic supervisor appointed by the Head of the study programme and enacted by Dean's Decree. The task of the academic supervisor is to provide academic considerations to students in planning their studies, namely the completion of theories and taking research topics. Furthermore, after passing the qualification exam, students can submit a Prospective Promoter or Co-Promoter to the Head of the study programme, which will then be determined by the Head of the study programme. Promoters are academic staff with Doctoral degrees and hold the position of Professor, while Co-Promoters are academic staff with Doctoral degrees. They are supervising the students in the process of dissertation writing.

Appraisal:

The didactic concept of the Doctoral Programme is developed in accordance with the objectives. It includes main courses and independent studies. It is particularly aimed at enabling doctoral students to be able to carry out critical analyses, evaluations and syntheses of new and complex ideas. However, the planned study time of two-years to finish all the activities of the Doctoral programme looks unrealistic (as illustrated in Figure 2).

This concept takes into account a diversity of teaching methods, such as face-to-face and distance learning through the University's online platform. The panel believes that these different teaching methods could be further developed in the future to respond more flexibly to events such as the

¹⁴ www.unhas.ac.id/s3ekonomifeb/

Covid-19 pandemic. Therefore, the panel recommends continuously developing the didactical concept.

In accordance with the objectives, the programme promotes the exchange of experiences and research results among the doctoral students at Hasanuddin University and with other universities and it contributes towards the broadening of the research based knowledge. This networking takes place regularly. What is more, networking is also provided through the alumni organisation.

Being allocated to a supervisor/assessor both in fact and in law secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured.

This concept takes into account a diversity of teaching methods, such as face-to-face and distance learning through the University's online platform. The panel believes that these different teaching methods could be further developed in the future to respond more flexibly to events such as the Covid-19 pandemic. Therefore, the panel recommends a continuous further development of the didactical concept, including the adjustment of the timelines for the completion of the doctoral studies to a more realistic time frame.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1*	Logic and Comprehensibility of the Didactic Concept*			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5 Professional Competencies/Employability

The main competence of graduates of the Doctoral Programme in Economics is to produce skillful human resources, especially in research in the fields of economics, management and accounting. Graduates of the Doctoral Programme in Economics are expected to be able to contribute and become innovators in their work environment, academically excellent and easily adapt to the new culture and become active global citizens. The Doctoral Programme is designed to strengthen academic, independent, creative and innovative leadership in various research fields. In this regard, the programme equips its graduates to become professionals in their fields which are qualified with;

- 1) the ability to develop the concept of economics according to his/her main interest through research,

- 2) the capacity to manage, lead, and develop research programmes, and
- 3) the ability to have an interdisciplinary approach in working in the fields of economics, management, and accounting.

Appraisal:

The doctoral programme is intended to convey the doctoral students with professional qualification in the scientific and research oriented fields of activity. In addition to enhancing the research ability of the doctoral students, the Doctoral Programme in Economics encourages its graduates to become professionals in their fields. In doing so, the professional qualification is aimed both at a research oriented activity (including teaching) as well as a practical vocational activity. For most graduates, a trajectory in research and teaching is guaranteed; the majority of graduates are employed as lecturers.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5*	Professional Competencies / Employability*			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

The Doctoral Programme in Economics has 59 members of the teaching staff with qualifications as Professors and Doctors (see Table 6). The composition of this teaching staff is 100 % permanent lecturers of civil servants. The recruitment and selection process for human resources at Unhas is carried out according to the needs plan. The centralised lecturer recruitment and selection system at the University is adjusted to the formation or provisions issued by the University. The recruitment of lecturers for the Doctoral Programme in Economics takes into account the educational background, rank and competences. Teaching staff undergoes a thorough selection process according to programme qualifications and the University's strategic objectives. Each lecturer has a high standard of personal and professional character and academic discipline, among others, by continuing their studies, conducting research and participating in various activities at the University. Based on these criteria, a person can become a member of the teaching staff after a coordination meeting between the Head of the study programme with the Head of the Faculty of Economics and Business and the Lecturer Working Group. The ratio of male and female teaching staff shall be balanced. Detailed structure and number of teaching staff is displayed in the following table:

Table 6: Structure and number of teaching staff

Teaching Staff	Male	Female
Professor	18	16
Associate Professor	4	3
Associate Lector	4	5
Lector	9	0
Total	35	24

Scientific Qualification of the Teaching Staff

The teaching staff of the Doctoral Programme has scientific qualifications according to the national standards. In accordance with the KKNi standards (level 9), they must be able to manage, lead and develop research and development that is beneficial to science and the benefit of mankind, as well as being able to gain national and international recognition. This is evidenced by some lecturers who conduct visiting lecturers at state universities and private universities throughout Indonesia following the competencies of the lecturers.

In addition, some Doctoral Programme lecturers also become consultants at the national level according to their scientific competence, e.g. (BPKH), Regional Government, Banking, BUMN, Educational Institutions. Lecturer research activities involve study programme lecturers and students. The research came from internal Unhas and Dikti through LPPM, the central and local governments, and non-profit institutions such as SMERU or Worldbank. Lecturers are also active in various scientific organisations according to their disciplines, including being members of ISEI (Indonesian Economic Bachelors Association), AFEBI (Indonesian Faculty of Economics and Business Association) and APDMI (Indonesian Management Doctoral Program Alliance). The organisation

regularly organises national and international seminars, conferences and colloquial. Through this organisation, networking is established with other universities that can be useful in conducting research collaborations.

The development of the teaching staff is an ongoing process that continues to be carried out to support the academic learning process. The teaching staff development programme includes: research, community service, seminars, upgrading, workshop, degree and non-degree training, short courses organised by Unhas and by outside parties (regional, national and international) in accordance with the major scientific needs of each. Lecturers do not only carry out their duties in teaching but also conduct research. In addition, lecturers also carry out community service activities according to their field of knowledge and are able to solve social problems in society, the results of research and community service are presented in a discussion and published in national and international journals. Research and community service activities are coordinated by the Hasanuddin University Research and Community Service Institute (LP2M-UH).

To assist the implementation of teaching activities, several lecturers must meet the requirements that the competence of the lecturer is in accordance with the courses, this activity is carried out at the beginning of each semester. The placement of promoters and co-promoters is determined by the Head of the study programme in accordance with competence through a KKD team meeting, after being approved, it will be proposed to the Rector. For this reason, the study programme is committed to providing and developing professional and highly dedicated human resources in carrying out their duties. Lecturer development aims to improve the career of lecturers in accordance with the career pattern of the lecturer's functional level which includes promotion and degree training and refers to the respective regulations.¹⁵

Pedagogical Qualification of the Teaching Staff

The lecturers continuously improve teaching effectiveness; apply strategies, techniques or creative learning methods to carry out the learning process. These are supported by respective learning materials which are in line with the learning objectives. Lecturers of the Doctoral programme are required to complete basic trainings of teaching competencies such as Pelatihan Peningkatan Keterampilan Dasar Instruksional (PEKERTI) and Ancangan Aplikasi (AA). PEKERTI is specifically designed for the lecturers in order to enrich their capabilities in designing the course specification (RPS), implementing innovative teaching models and evaluating the course activities. Moreover, AA is specified in order to provide lecturers with some capabilities needed for reconstructing the course specification, designing the learning method and assessment, as well as writing handouts or supplementary teaching materials. These include training and guidance on the development of syllabus and SAP (Unit Lecture Guidance Plans) and Preparation of Semester Learning Plans (RPS).

¹⁵ Regulation of the Minister of National Education of the Republic of Indonesia No.48 of 2009 concerning Guidelines for Giving Study Tasks to Civil Servants in the Ministry of National Education, Circular letter of MENPAN number 18/MPAN/5/2004 concerning the Granting of Study Tasks and Study Permits for Civil Servants, Regulation of the Rector of Hasanuddin University number 41644/UN4.1/PP.27/2016 concerning the Granting of Permits/Doctoral Study Tasks for Hasanuddin University Educators

In addition, the programme also designed some workshops that are specifically designed to improve lecturer's technical capacities in applying blended-learning method through the educational management system known as the Learning Management System (SIKOLA).

Internationality of the Teaching Staff

Lecturers of the Doctoral Programme in Economics have international experiences, such as conducting research, service and training as well as being panelists at international conferences in collaboration with international research institutions including the World Bank, JICA, AUSAID and various universities abroad, such as Baikal National University of Economics and Law (Russia) and Faculté de Droit et Science Economie at Université de Nice Sophia Antipolis (France). For example, training and research in collaboration with JICA was conducted; teaching staff became an external examiner for the Doctoral Programme in Economics at Université de Nice Sophia Antipolis, as well as presented at the BAFA International Annual Conference in London. The qualifications of these lecturers also support knowledge in the context of improving and developing students of the Doctoral Programme in Economics.

Internal Cooperation within the Faculty

The Head of the Study Programme is responsible for internal collaboration, coordination and overall administration. The Doctoral Programme regularly conducts Webinar Series including DESS (Doctoral Economic Student Series) conducted by Doctoral Programme students. Internal collaboration between alumni and students is realised with the Webinar Series for Alumni Doctoral Program SSA (Sharing Session Alumni), which is carried out regularly.

In class activities, the lecturers also collaborate in delivering the course to the students in terms of team teaching. In addition, also the preparation of course materials each semester for parallel courses is conducted in lecturer teams.

Interaction between fellow lecturers also always occurs during activities such as student seminars and thesis examinations, workshops, conferences and other events. The collaboration of lecturers in conducting research is based on the similarity of lecturers' concentration by involving students.

Appraisal:

The structure and number of teaching staff corresponds with the requirements of the Doctoral Programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. The contractual situation of the teaching staff guarantees a continuous execution of the programme. A balanced gender ratio is pursued among the teaching staff.

The scientific qualification of the teaching staff corresponds to the national requirements. The scientific qualifications are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the Doctoral Programme and they support the scientific education of the doctoral students.

The pedagogical qualification of the teaching staff corresponds to the task and it has been proven. All lecturers must be certified with the PEKERTI and AA training organised by the Institute for Quality Assurance and Education Development that ensures the pedagogical and didactical qualification of each member of the teaching staff.

Regarding the internationality of the teaching staff, there are some lecturers who have studied at international universities, since many lecturers did their Bachelor's degree at Unhas, their Master's degree abroad and their PhD again at Unhas. What is more, most of them also have participated in international conferences in Europe and Asia. There is no permanent lecturer from abroad. However, the panel did not get a clear picture, how many international studies/research lecturers have been conducted so far, how many publications have been produced and how many lecturers are involved in international teaching experiences. Therefore, the panel recommends increasing internationality of staff via the international network of the University and establish regular guest lecturers and staff exchanges.

There are regular events concerning programme coordination in the faculty which take place in order to respond to potential needs and problems. There seems to be a good mechanism and cooperation between the Head of the study programme, the secretary of the study programme, the administrative staff and the students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff*			X		
4.1.2*	Scientific Qualification of the Teaching Staff*			X		
4.1.3*	Pedagogical Qualification of the Teaching Staff*			X		
4.1.4	Internationality of the Teaching Staff				X	
4.1.5*	Internal Cooperation within the Faculty*			X		

4.2 Cooperation and Partnership

Hasanuddin University has several partnerships of its Faculty of Economics and Business with international universities for student exchange and joint research programmes, as well as for seminars, conferences, workshops, joint publications and visiting lecturers. All collaborations are formalised through a Memorandum of Understanding (MoU) or a Memorandum of Agreement (MoA). The partner universities are presented in the following table.

Table 7: Partner universities of Hasanuddin University

	Partner universities
America	San Diego State University (US), Board of Regents of University System of Georgia (US), Center for Southeast Asian Studies – Ohio University (US), Northern Illinois University (US)
Asia	Doshisha University (Japan), Kyoto University (Japan), Kitasato University (Japan), University College Bestari (Malaysia), Universiti Sains Malaysia (Malaysia), Universiti Selangor (Malaysia), University Tun Hussein Onn (Malaysia), The Papua New Guinea University (Papua New Guinea), Chuo University (Japan), Ehime University (Japan), Kagawa University (Japan), Kanazawa University (Japan), Kochi University (Japan), Kyushu University (Japan), Hiroshima University (Japan), NARA Institute of Science and Technology (Japan), Guizhou Normal University (China), Universitas Gadjadara (Indonesia), Bogor Agricultural University (Indonesia)
Australia	Griffith University (AUS), Curtin University (AUS), The University of Queensland (AUS)
Europe	University of the West of Scotland (UK), Fatih University (Turkey), Università degli Studi Roma Tre (Italy)

What is more, one of the non-face-to-face courses in the Doctoral Programme is attending conferences. In this regard, the Faculty of Economics cooperates with several overseas universities to implement the International Conference (ICAME). ICAME is one of the means that can involve Doctoral programme students to participate in the conference. During the online conference, the panel learnt that the conference in 2021 included guest speakers from Malaysia, New Zealand and the United Kingdom. In addition, there is also a form of institutional cooperation on international level, meaning that visiting students at universities abroad are funded by the Directorate General of Higher Education, intending to publish scientific papers in international journals abroad.

The Faculty of Economics has a scientific network that actively involves lecturers of the Doctoral Programme in Economics following their disciplines. They are members of ISEI (Indonesian Economic Bachelors Association), AFEBI (Indonesian Faculty of Economics and Business Association) and APDMI (Indonesian Management Doctoral Programme Alliance). The Scientific Organisation periodically holds national and international seminars, conferences and colloquium activities that can be utilised by lecturers and students of the programme. AFEBI and ISEI also have a journal that students can use to publish their articles. In addition, the benefits received by students through these organisations are that they can establish networking and conduct research collaborations for students.

Appraisal:

Cooperation with higher education institutions and other scientific establishments is pursued in the programme. The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments, e.g., the International Conference (ICAME) that is carried out by the faculty or visiting students and joint publications. However, in order to support

the plan of Unhas to internationalise the study programme, the panel recommends intensifying the students' involvement in many international research activities and events.

The scientific networking has a recognisable benefit for doctoral students, since they get in contact with many scientific organisations, such as ISEI (Indonesian Economic Bachelors Association), AFEBI (Indonesian Faculty of Economics and Business Association) and APDMI (Indonesian Management Doctoral Program Alliance).

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1*	Scientific Integration of the Doctoral Students*			X		
4.2.2	Networking of the Scientists			X		

4.3 Programme Management

The Doctoral programme is led by a study programme Head (KPS) who is proposed by the Dean to the Rector/ Rector after consideration by the Faculty Senate. This is stated in the Regulation on organisation and working procedures of Hasanuddin University.¹⁶ In a corresponding Rector's Regulation¹⁷, the education activities and core duties and responsibilities of the Head of the study programme are defined.

These include the following:

- The development and updating of the curriculum and teaching materials,
- Arranging the educational process taking place in the study programme (teaching and learning activities),
- Coordinating all activities, including lecturer meetings, conducted by the unit (study programme),
- Forming a course supervisory team with the approval of the Head of the Department,
- Fostering student activities under his/ her authority,
- Fostering and encouraging students to engage in science and/ or sports and arts activities,
- Developing the self-evaluation system and forms and updating the results,
- Reporting the results of the teaching/ learning evaluation to the Dean,
- Implementing educational quality assurance,

¹⁶ see: Rector's Regulation of Hasanuddin University, No.25000/UN4.1/OT.10/2016 concerning Organisation and Working Procedures of Hasanuddin University Faculties and Schools, section 7 article 53 §1

¹⁷ see: Rector's Regulation No.13/UN4.1/2018 concerning Organisation and Work Procedures of Hasanuddin University Faculties and Schools

- Encouraging an academic atmosphere conducive to promoting student and educator achievement,
- Coordinating the online completion of student study plan cards together with their Academic Advisors,
- Providing consultation services for students,
- Conducting a tracer study to determine the relevance of graduates and the curriculum,
- Determination of competency standards and the number of students accepted each year together with the Head of the Department,
- Coordinating research and community service activities,
- Proposing financial budgeting for the programme, together with the Head of Economics Department.

In general, the Head of the programme takes full responsibility for the arrangement of academic activities and the organisational decisions made by the study programme as a unit under the structure of the faculty. This brings a consequence that the Head of the programme is not only an academic representative of the study programme, but also a leader of the unit. In addition, the Head of the programme also gets involved, along with the Dean and the executives of the faculty, in the decision making for strategic agendas/ policies made at the faculty level.

What is more, the Head of the study programme discusses the lecture monitoring at the end of each semester and if the lecture activities do not meet the standards, a warning will be given to the lecturer concerned with a request for improvement. Regarding the lecture material, the Head of the programme evaluates the material on a regular basis and will follow up on the results of the evaluation to ensure that the material obtained and given by lecturers to students is appropriate and support the learning process.

The Head of the study programme is assisted by several staff in managing the implementation of administrative and learning activities. This division consists of an administrative executive, with sub-divisions in charge of implementing technical tasks and administrative functions. These administrative and educational staff are tasked with providing support and services for the smooth process of lectures and learning for both lecturers and students.

These include the following sub divisions:

- Education Sub Division which has the task and function of providing educational administrative support and is responsible for the creation of effective and efficient educational administration services and their implementation;
- The General and Equipment Sub-Division which has the task and function of providing general administrative support, equipment and supplies and is responsible for ensuring the effective and efficient provision of general administration services, supplies and equipment
- Finance and Personnel Sub-Division which has the task to carry out financial and personnel administration support and is responsible for ensuring and implementing effective efficient financial and personnel administration services.

In every-day operations, the section most frequently in contact with students and lecturers is the Education Sub-Division, where the education staff provide administrative services to both students and lecturers. The Education Sub-Division personnel are involved in preparing all academic activities like registration, supporting lecturers in carrying out their lectures, starting from the provision of rooms, technical equipment for lectures and preparation of lecture materials (e.g. hand-outs) required by lecturers when teaching, holding the exams, correspondence and supervision.

With respect to administrative services related to the activities of lecturers and students, the academic staff can either contact the relevant people directly or provide information through WhatsApp Groups so as to facilitate and expedite the rapid exchange of information regarding lectures and other matters related to teaching.

- For the students, the administrative staffs are assigned to facilitate with these supports:
- Guidance for arranging the thesis preparations (supervisors, title),
- Provision of technical supports when students are having the exams (act as a proctor and distribute the examination papers),
- Information of the courses offered in each semester,
- The supply of academic supplementary documents (academic transcript, KRS),
- Counselling for lecturers,
- Information about the classes and courses distribution,
- Examination scheduling (both courses and thesis),
- The evaluation of lecturer's workload.

An information about standard operating procedure (SOP) regarding the process and mechanism for any administrative arrangement would be provided in the office, so the students and lecturers will be informed about any practicalities needed. If there is still any unclear information, the administrative staff would also provide numbers that can be called for asking for those kinds of information.

Moreover, the Head of the study programme is consistently supported by the units/divisions at University level that regularly arranges for some general administrations such as the student registration, students' selection process, payment for the educational fees and the management of graduation ceremonies.

All information, such as that concerning content, structure, design, duration, study process and examinations, are documented by the Doctoral programme and can be accessed by the students via the SIKOLA learning platform. This also includes academic records for all students (personal data, academic performance and progress and other relevant information). The performance of lecturers in teaching and research is also documented online (via SIKOLA) and can be accessed at any time from the responsible staff. General information about the programme (such as profiles and requirements for admission) is documented and can be accessed by the public through the website. Scientific activities, such as seminars, workshops and conferences are documented on the website and accessible to the public.

Appraisal:

The organisation of the study process is based on the University-internal regulations and ensures the smooth operation of the study programmes. The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Faculty members and students are supported by the administration in the organisation of the study programme. During the online conference the panel talked to several persons from administration providing students academic and non-academic support and formed the view that sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

The panel learnt during the online conference that the requirements in terms of content, structure, design, duration, study process and examinations are all documented and available to students and lecturers via the online platform SIKOLA. However, the documentation of the programme on the website is very general and does not provide transparent and detailed information for interested parties. What is more, several important sites do not work properly.

Therefore, the panel recommends the following **condition**:

- The University provides the relevant documentation on the Doctoral Programme in Economics (including qualification objectives and curriculum) on its website.

Moreover, the panel recommends providing the relevant information on the programme in English in order to attract international students and increase the visibility of the programme.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programme Management					
4.3.1*	Structural Organisation*			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme				X	

4.4 Material Resources

In order to support the quality of the teaching and learning process, the University offers facilities in the form of offices, classrooms, laboratories, studios and library rooms for the students of the Doctoral programme in Economics. These include the following:

- twelve classrooms
- one computer room
- Postgraduate library
- Administrative and staff rooms
- Secretary's office

The available equipment includes 16 LCD units, two TV units, 20 computers, ten laptops and ten printers.

Student workplaces with internet facilities (bandwidth) for doctoral students in Economics are provided indoors and outdoors. The study rooms are in the form of classrooms prepared by the faculty in a shared room and outside the classroom (Gazebo). The internet facilities provided by Hasanuddin University in the Tamalanrea campus are very large with a bandwidth of one terabyte throughout the faculties through WLAN or hotspot areas, so that students always have access.

In addition, the Doctoral Programme in Economics also has computer facilities in the reading room of the Unhas postgraduate library. These are open for twelve hours per day (9 am-9 pm), Monday to Friday. Apart from being used freely by students, computer facilities are also used for organising statistical data analysis training classes. The Doctoral Programme has six computers connected to the internet with access to the e-library and journals.

In addition to the infrastructure for the Doctoral Programme, there are also other phrases such as Unhas Hospital, Oral and Dental Hospital, two student activity buildings, sports hall, canteen, five student dormitory, auditorium building, multi-purpose building, cooperatives, research building, printing house, head office, mosque/mushallah, banking, post office and language center.

For the means of implementing academic activities, there are libraries relevant to the postgraduate field, which consist of 168.818 titles of textbooks, five titles of national journals accredited by Dikti/Lipi, 15 titles of international journals, 14 titles of Proceedings, 26.725 titles of theses and 65 dissertations.

Besides, there is also digital literature like e-books, e-journals and other scientific online resources that are available for students to access from home or remotely. The literature available in the library are both in Indonesian or English language. During academic calendar, the library is open and can be visited from 7:00 a.m. to 4:00 p.m. The postgraduate library for the doctoral students is open from 9.00 a.m. to 9.00 p.m (Monday to Friday). Access to the online journals is always available. Library staff is there to advise students in searching for relevant literatures. There are also computers in the library that can be used by both students and library officers in looking for relevant online resources and searching for the availability of some textbooks and documents in the library.

The library offers the following subscriptions for students to access:

Table 8: Journals and database subscriptions

	Database/ Journal	Link
1.	Wiley Online Library	https://onlinelibrary.wiley.com
2.	Science direct	https://sciencedirect.com/
3.	JSTOR	https://jstor.org
4.	IEEE Xplore Digital Library	https://ieeexplore.ieee.org/Xplore/home.jsp
5.	EmeraldInsight	https://www.emeraldinsight.com
6.	e-Book Cambridge	
7.	e-Book WSPC	https://www.worldscientific.com/
8.	Science Direct	
9.	Springer Link	
10.	ProQuest	

The suitability and adequacy of facilities that support the empowerment of the information system owned by the Doctoral Programme in Economics to communicate internally and externally is carried out through correspondence, bulletin boards, leaflets, academic calendars, telephone, facsimile, internet and other information system facilities such as websites¹⁸. In terms of book procurement, every year the faculty library staff submits a list of book requirements to the central library for further follow up.

An online information system has been developed to support the learning process¹⁹. An academic information system has also been developed to facilitate the administrative process of student academic activities every semester.²⁰

During the online conference, the panel learnt that the University also provides software, e.g., STATA and RStudio to their students for their research.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit Hasanuddin University on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with Hasanuddin University students. According to the panel, the quantity, quality and IT equipment of the classrooms correspond to the necessities described for the programme. The requirements for disabled students are adequately taken into account. A sufficient number of workplaces are available for the doctoral students. The technical equipment corresponds to the requirements including the internet facilities and its bandwidth capacity. However, during the next re-accreditation process a special focus should be made on the facilities on-site. The panel welcomes that the students were all satisfied with the facilities provided.

¹⁸ <http://unhas.ac.id/s3ekonomifeb/pages/>

¹⁹ <http://lms.unhas.ac.id>

²⁰ <http://akademik.unhas.ac.id> and <http://pasca.unhas.ac.id/mahasiswa/>

Literature and databases are qualitatively and quantitatively available. They are up-to-date and current in terms of the study contents and research activities of the doctoral students.

Online access for technical literature is guaranteed. Outside of the University the doctoral students have digital access to a large section of literature. The most important databases are accessible free of charge.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1*	Quality of the Classrooms and Working Places*			X		
4.4.2*	Equipment (Literature, Magazines, Databases) for the Library*			X		

4.5 Finance Planning and Financing

Doctoral Programme in Economics is part of Hasanuddin University in general. Therefore, all policies related to work programme planning, budgeting and fund management are part of the system that applies within Hasanuddin University. Every fiscal year, the faculty leadership together with the work unit leaders hold a work meeting to formulate the Activity Budget Plan (RAK) and the Budget Business Plan (RBA). In the meeting, all policies related to priority work programmes at University level and faculty level are presented as general directions and policies that underlie all planning policies, budgeting and financial management of the Doctoral Programme in Economics.

The budgeting is carried out in a centralised manner which was initiated on a bottom-up basis through an annual work plan. The budget proposal is discussed at University level. Based on the decision on the annual budget, each study programme adjusts the annual programme work plan to support the Strategic Plan for the realisation of the vision, mission and goals of the Doctoral Programme in Economics.

Financial income is obtained from SPP (Education Development Contribution) in the form of UKT (Single Tuition Fee) for both regular students and cooperation and registration classes, building and laboratory rental income, service income (legalisation of diplomas, library book fines and office rent), as well as assistance/donors from the government and companies in realising Corporate Social Responsibility (CSR). Other sources to increase the budget of the programme are cooperation activities or direct grants from abroad, as well as research funds (DP2M DIKTI, Cooperations, BOPTN).

The strategy for achieving the goals of the programme is to carry out activities for higher education that increase competence by conducting training and community service. Therefore, the programme

increases networking with other institutions at home and abroad. It includes seminars, workshops, education exhibitions and the development of study programme websites. Financial Support and Scholarship Programmes are guaranteed by the programme by providing scholarships (from BPPDN/BUDIDN) and socialisation of study programmes through networks, roadshows, developing websites, adequate facilities and infrastructure as well as the increased capacity of human resources in order to make applicants interested to apply as new students of the Doctoral Programme. What is more, the tuition fees are affordable for students who come from Jakarta, Kalimantan, Gorontalo, Makassar and others.

Appraisal:

In accordance with the objectives, the finance planning takes into account the staff planning for scientific employees/doctoral positions. Since Unhas is a state University receiving most of the budget for all of its activities from the Government, the necessary financial basic equipment and financing security are guaranteed for the period of accreditation.

In accordance with the objectives the higher education institution guarantees the financial protection of the doctoral students, e.g., by providing scholarships and affordable tuition fees.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1*	Finance Planning and Financing of the Doctoral Programme*			X		
4.5.2	Financial Support and Scholarship Programmes			X		

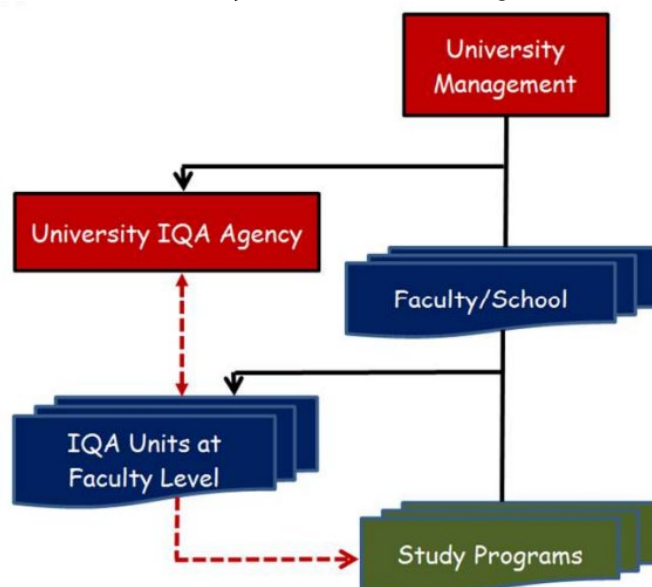
5. Quality Assurance

Hasanuddin University embeds quality assurance and continuous improvement mechanisms in all major activities including education, research, community services and University management to assure their efficiency and effectiveness in pursuing its mission and meet the needs of its various client groups and stakeholders. Therefore, Unhas is committed to perform a PDCA cycle (Plan-Do-Check-Act) in its activities to benchmark partners, meeting or exceeding national and international standards, identifying opportunities for improvement through self-assessment and pursuing these opportunities in a planned and monitored way.

The Internal Quality Assurance (IQA) units are embedded within the organisational structure of the University as stipulated in the Rector's Decree. To ensure the implementation of PDCA cycle, Unhas is committed to the following quality policies:

- Developing, implementing, reviewing and promulgating governing quality documents to ensure that they remain current, are available for use and well understood;
- Establishing and monitoring performance against meaningful and measurable objectives;
- Identifying competency needs and providing appropriate training and professional development for staff members to meet those needs;
- Reviewing resources to confirm that they continue to be sufficient to meet requirements;
- Maintaining dialogue with students, other clients and stakeholders to understand their needs and expectations and determine their levels of satisfaction;
- Conducting peer reviews of major University outputs and implementing improvements suggested by peer reviewers.

Figure 3: IQA (Internal Quality Assurance) within organisational structure of UNHAS



The internal quality assurance system at University level is carried out by the Institute for Quality Assurance and Learning Development (Lembaga Penjaminan Mutu dan Pengembangan Pendidikan-

LPMP) at University²¹. To carry its duties and functions, LPMP is under and directly responsible to the Rector and subsequently coordinates with the Vice Rector for Academic Affairs along with the Secretary of University. The task of LPMP is to plan, implement, control and develop an academic quality assurance system and is responsible for planning and sustainable quality improvement, as well as conducting studies and developing learning systems and being responsible for the implementation of quality, relevant, effective and efficient learning processes.

At faculty level the quality assurance is carried out by the Faculty Quality Assurance Unit (Gugus Benjamin Mutu Fakultas-GPMF)²². The task of GPM is to plan, implement, control and develop an academic quality assurance system for faculties and study programmes that is in line with the University's internal quality assurance system and is responsible for planning and sustainable quality improvement.

Both quality assurance units have the following tasks and functions on their respective level:

- a) formulation of academic quality policies in the context of achievement of academic performance targets;
- b) formulation and development of academic quality standards in line with the quality standards of higher education both nationally as well as internationally;
- c) implementation of management quality standards in line with higher education quality standards;
- d) formulation of academic quality manual;
- e) development of an information system-based academic quality monitoring and evaluation system;
- f) system development and improvement of learning quality through monitoring and evaluating of academic quality assurance activities;
- g) assessment and development of learning methods and applications;
- h) improving and developing the quality of lecturers and teaching-learning support staff;
- i) assessment and development of the curriculum in accordance with the development of national development, the development of science and technology, the demands of stakeholders, as well as the applicable rules and regulations;
- j) study and development of ways to implement academic and professional education, including the production and use of effective and efficient media and learning resources;
- k) carrying out other tasks assigned by the Chancellor/ the Dean.

The implementation of quality assurance standards at the programme level is monitored by the Head of study programmes and reporting is carried out every semester as part of the reporting on Lecturer Performance Burden (BKD). The evaluation of the implementation of the standards is carried out through the internal quality assurance system or the Internal Academic Quality Audit (AMAI) which is implemented by the Unhas LPMP and GPM based on the Report of the Head of the study programme. The Monitoring report is filled out by the Head of the programme through completing

²¹ according to Rector's Decree No.8/UN4.1/2018 concerning the Organisation and Management of Hasanuddin University

²² based on Rector's Decree No.8/UN4.1/2018 concerning the Organisation and Management of Faculty and School at Universitas Hasanuddin

the standard evaluation through the webpage²³. The evaluation results are presented in the annual evaluation report and follow-up plan for the study programme activities.

The criteria and elements of the evaluation of the internal assurance unit refer to the National Higher Education Standards set by the Ministry of Education and Culture. The assessment includes nine criteria:

1. Vision, mission, goals and strategy;
2. Governance, management and cooperation;
3. Students and graduates;
4. Human resources;
5. Finance, facilities and infrastructure;
6. Education;
7. Research;
8. Community service;
9. Outcomes and Achievements

The quality audit at University level is conducted every end of the academic year, while at faculty or programme level is carried out every end of semester. Both quality audit at University and programme level are carried out online.²⁴ The results of quality audit are further discussed at coordination meeting either at University, faculty or programme levels for necessary actions and improvements.

For the technicalities and implementation, the unit of internal audit has published a manual for the Internal Audit Charter in 2017 which regulates the procedures and mechanisms for quality assurance and internal control.

Furthermore, the Ministry of Education and Culture through the University National Accreditation Agency also conducts a quality assurance monitoring for a study programme every four years. Evaluations on educational process are conducted by inviting both lecturers and students in a same forum at the end of every semester. The evaluations are determined by the results collected from the questionnaire surveys. The result of the evaluations would be presented in form of summaries, the Head of the programme will then inform the unit of quality assurance in the faculty in order to formulate feasible actions or policies responding to that input.

Evaluation by Doctoral Students

Evaluation by students is conducted via two online questionnaire forms²⁵ each semester. All evaluation activity is recorded at system and documented by faculty quality assurance unit. The first questionnaire form is referred to as the evaluation form for semester lecture activities. The questions asked are related to the types of learning applications used by the lecturers for each course, the effectiveness of learning and the obstacles experienced by the students, the availability of lesson

²³ see: <http://elpmi.unhas.ac.id/dashboard/index.php/main>

²⁴ see: <https://spmi.unhas.ac.id/>

²⁵ <https://neosia.unhas.ac.id/login>; <https://lis.unhas.ac.id>

plan and the suitability of the material with the lesson plan, the accuracy of the learning schedule and the ease of understanding the material presented by the lecturers, as well as the readiness and update of lecture materials, workload of assignments, outcomes students obtain after completing the course, effective use of e-learning and access to internet. The workload of a course can slightly vary depending on its content and learning methods. Those aspects are evaluated by several topics in the student questionnaire that concern on the learning targets achievement and how the course is delivered.

The second form is called the customer satisfaction form. This questionnaire is distributed to students via Google online from the beginning to the end of each semester. It is related to student assessments of the performance of educational staff in providing administrative and information services, the duration of time for completion of each type of administrative service, student assessments of the friendliness, helpfulness of education staff in providing services, the availability of learning infrastructures and facilities, the cleanliness of classrooms and the clarity of academic administration procedures. In addition, this form is also related to student assessments of lecturers' performance in the learning process and in providing thesis mentoring services.

Students can participate voluntarily in the survey that is held every academic year. The result of students' evaluation will be analysed by the quality assurance unit at faculty level which will discuss it in the regular meeting with Dean, Vice Deans, and the Head of all study programmes. Dean and Vice Deans monitor the progress of the follow-up carried out by the study programme regularly. The results are also communicated to students through the Head of the study programme and on the University website. The Master programmes also arrange regular meetings with students once in a year. In those meetings, all improvements on academic administration and learning process will be reported and discussed. Positive responses will be recorded as good performances and the negative ones will be elaborated as inputs for a further development.

Evaluation by Supervisors

To improve the quality of education and teaching services in the Doctoral Programme in Economics, all lecturers fill out an online satisfaction survey²⁶ every semester. The purpose of filling out the questionnaire is to assess the level of lecturer satisfaction related to the suitability of the teaching load, learning support facilities and the adequacy of training in educational activities.

The results of filling out the questionnaire are analysed and evaluated by the GPM FEB-UNHAS. The results of the evaluation become a report on the activities of the lecture process in that semester which is then reported to the faculty leadership. The conclusion of the questionnaire results can be accessed by all Lecturers of the Doctoral Programme Unhas on the Google form.²⁷ The evaluation is carried out on the implementation of activities in the academic field, supervision of doctoral students, in the field of administration, management and employee services, teaching and learning process activities and services to related parties.

²⁶ <https://lis.unhas.ac.id>

²⁷ https://bit.ly/Lecturer_Survey_PDIE

Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)

External parties, alumni and employers is carried out at the University and study programme level and contribute to the development of the study programme through online tracer studies²⁸ that are managed centrally by the Directorate of Alumni and Career Preparation. The result of the tracer study is sent to the quality assurance unit at faculty that in turn report it to Dean, Vice Deans and Head of study programme in the regular meeting.

The quality assurance unit records all the documents regarding tracer study and meeting result. The results of the questionnaire can also be accessed by the Dean, GPM and Head of study programme. The tracer study assesses the quality of alumni in the job market indicating the quality of learning outcomes. Alumni are asked about working status, the relevance of academic background to their job, the waiting time to get job after graduation, competences obtained from the programme that contribute in handling their job, course materials that are relevant for the job and facilities provided.

While for the employers, evaluation covers aspects such as foreign language proficiency, etiquette, disciplinary knowledge, technological capabilities, communication skills, teamwork ability and self-development. They are also required to provide suggestions for the development of the study programmes. Moreover, each faculty invites all stakeholders to its anniversary day. This forum, locally called “Tudang Sipulung”, is also used to share the evaluation results to alumni and partners. In this event, the Dean encourages third parties to participate in the development of faculty, e.g., building renovation or literature supply.

The results of the tracer study are used as inputs for the improvement of curriculum and supporting academic activities in order to improve the employability of the graduates. In addition to tracer studies, the study programme also conducts interviews and focus group discussions with potential employers in order to gain information about the employer’s needs.

Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes that has been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world are included in the process since they also give feedback on the study programme. Student workload, success rate and graduate employment are taken into account.

The results are discussed internally. However, it is not made clear to the panel what happens with the (partly quite critical) assessment and how they find their way into the process of quality development, e.g., as follow-up policies. The impression of the panel is that feedback and continual improvement is considered a necessary programme requirement, but with no evident consequences.

Therefore, the panel recommends the following **condition**:

²⁸ <https://tracerstudy.unhas.ac.id/>

- The University reflects systematically on the results of the evaluation process and translating them into a concrete list of measures.

The quality assurance of the Doctoral Programme is embedded in the quality concept for the research of the faculty and the higher education institution. However, it remained unclear to the panel how the decision-making process of quality assurance has been carried out through the integration and coordination between the University level and the faculty level of quality assurance system, and how this influences the quality assurance of the Doctoral programme. Therefore, the panel recommends that the faculty and the University's central quality assurance unit should agree on a standard, transparent and effective way of structuring the continuous improvement process (including concrete targets and milestones).

There is a regular evaluation concerning the implementation of the programme carried out by the doctoral students and the supervisors, as well as external evaluations by third parties according to a predefined procedure. However, this feedback does not seem to be translated into concrete action in order to close the PDCA cycle.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1*	Quality Assurance in terms of Contents, Processes and Results*				X	
5.2*	Inclusion of Quality Assurance in a Superordinate Quality Concept*			X		
5.3	Evaluation by Doctoral Students				X	
5.4	Evaluation by Supervisors				X	
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)				X	

Quality Profile

Institution: Hasanuddin University

Programme: Doctoral Programme in Economics



Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1*	Objectives of the Doctoral Programme*			X		
1.2	Positioning of the Doctoral Programme in the education market			X		
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	In the research fields			X		
1.3.2	Outside the research fields		X			
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution				X	
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1*	Admission conditions and procedures*			X		
2.2	Selection procedure			X		
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1*	Structural Setup of the Doctoral Programme*				X	
3.1.2*	Doctoral Degree Regulation*			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4*	Module Description*			X		
3.2	Contents					
3.2.1*	Logic and Conceptual Consistency*			X		

3.2.2*	Science and Research Based Teaching*			X		
3.2.3*	Focus of the Curriculum on Qualification and Competency Development*			X		
3.2.4	Technical Offers			X		
3.2.5*	Multidisciplinary Qualifications*			X		
3.3	Examination Procedures					
3.3.1*	Examination*			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1*	Logic and Comprehensibility of the Didactic Concept*			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5*	Professional Competencies/Employability*			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff*			X		
4.1.2*	Scientific Qualification of the Teaching Staff*			X		
4.1.3*	Pedagogical Qualification of the Teaching Staff*			X		
4.1.4	Internationality of the Teaching Staff				X	
4.1.5*	Internal Cooperation within the Faculty*			X		
4.2	Cooperation and Partnership					
4.2.1*	Scientific Integration of the Doctoral Students*			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3*	Documentation of the Doctoral Programme*				X	
4.4	Material Resources					
4.4.1*	Quality of the Classrooms and Working Places*			X		
4.4.2*	Equipment (Literature, Magazines, Databases) for the Library*			X		
4.5	Finance Planning and Financing					
4.5.1*	Finance Planning and Financing of the Doctoral Programme*			X		
4.5.2	Financial Support and Scholarship Programmes			X		
5.	QUALITY ASSURANCE					
5.1*	Quality Assurance in terms of Contents, Processes and Results*				X	
5.2*	Inclusion of Quality Assurance in a Superordinate Quality Concept*			X		
5.3	Evaluation by Doctoral Students				X	
5.4	Evaluation by Supervisors				X	
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)				X	