Decision of the FIBAA Accreditation and Certification Committee

12th Meeting on November 29, 2023

PROGRAMME ACCREDITATION

Project Number:	22/082 Cluster 1
Higher Education Institution:	Universitas Islam Negeri Sunan Gunung Djati Bandung
Location:	Cipadung, Indonesia
Study programme:	Master of Religious Studies Programme (Master of Religion/ Magister Agama (M.Ag))
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 January 1, 2021, the study programme is accredited.

Period of Accreditation: November 29, 2023 - November 28, 2028

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung)

Bachelor/Master programme:

Master of Religious Studies Programme

Qualification awarded on completion:

Master of Religion/ Magister Agama (M.Ag)

General information on the study programme

Brief description of the study programme:
The Master of Religious Studies Programme (MRSP) of Universitas Islam Negeri (UIN) Sunan Gunung Djati (SGD) Bandung is a Master Degree. The main focus is the study of religions. The study results in obtaining a master's degree (Masters) in the Field of Religious Studies. In addition, graduates get a grade transcript. Both can be used to apply for jobs, including being a lecturer in religious studies or sociology. In addition, there are jobs in government, educational institutions, research institutions, non-governmental institutions, and others that require master graduates who are experts in the field of religion. Graduate expertise includes social, corporate, modern and international skills such as public speaking, public relations, office skills among others.

Type of study programme:
Master programme

Projected study time and number of ECTS credits assigned to the study programme:
64 sks credits; 92.16 ECTS credits

Mode of study:
full-time

Didactic approach:
blended-learning study programme

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
until 2022: 22 students per year; from 2022:40 students per year

Programme cycle starts in:
September

Initial start of the programme:
August 2011

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Master of Religious Studies Programme was made between FIBAA and Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung) on July 7, 2022. On October 25, 2022, 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 panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Jamile Khalil
Rainbow Kidz Kita, Berlin-Charlottenburg, Germany
Teacher and pedagogical manager of the Rainbow Kidz Kita (Islamic children day care center)

Dr. Claudia Seise
Humboldt University Berlin, Berlin Institute for Islamic Theology, Germany

Prof. Dr. Zekirija Sejdini
University of Innsbruck, Institute for Islamic Theology and Religious Education, Austria

Ass. Prof. Dr. Sahiron Syamsuddin
Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia
Vice-Rector, Former Head of Quranic Studies Department at the Faculty of Ushuluddin and Islamic Thought Master programme in Institute of Islamic Studies, McGill University, Canada

El Houbba, Zakaria
Leuven University, Belgium
Ph.D. Candidate, Research Fellow Malik Saad University

FIBAA project manager:
Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August 7 and 8, 2023 via the video conferencing tool *Zoom*. The same cluster included an appraisal of Islamic Education Doctoral Programme – (Doctor). At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

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[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on November 8, 2023. The statement on the report was given up on November 9, 2023. It has been taken into account in the report at hand.

Summary

The Master of Religious Studies Programme offered by Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung) fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 29, 2023 and finishing on November 28, 2028. 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 with the Bologna Declaration.

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

Tables

Figures

Information

Information on the Institution

Sunan Gunung Djati State Islamic University (UIN SGD) Bandung is one of the State Religious Universities (abbreviated as SRU - or known as PTKN in Indonesia) in Indonesia, which has been accredited A by the National Accreditation Board for Higher Education (abbreviated as NAB-HE) since 2019 (see self-evaluation report, p. 9). In recent years, the HEI has had much recognition for the following achievements, among others (see self-evaluation report, p. 9):

1. In 2021, UI SGD Bandung placed second, after the University of Indonesia (UI), in the SCImago Institution Rankings,
2. In 2021, 37 lecturers were internationally certified by the International Boards of Standards;
3. From 2016 to 2018, UIN SGD Bandung received the highest score from the Science and Technology Index (SINTA) in the field of scientific publication performance within Islamic Religious Colleges (IRC);
4. In 2020, UIN SGD Bandung became one of the best among the Webometric State Religious Universities; and
5. In 2019, UIN SGD Bandung achieved the best State Sharia Securities Manager from the Ministry of Finance of the Republic of Indonesia.

One of the strategic plans of UIN SGD Bandung is international recognition. One of the plans pursued is FIBAA international accreditation for the Master of Religious Studies Programme (**MRSP**).

Statistical data

MRSP was originally one of the concentrations under the Master of Islamic Studies Programme (abbreviated to MISP – also known as IAI in Indonesia), namely, the concentration of Religious Studies-with scholarship subsidies from the Ministry of Religion.

In August 2011, this concentration changed to **MRSP[2]**. Its Learning Outcomes (abbreviated as LOs) support graduates to become religious counselors at local, regional, national, and international scope and this is one form of the implementation of the strategic plan of UIN SGD Bandung.

Table 1: Statistical Data for the Master of Religion Studies Programme

		2019	2020	2021
# Study Places		MRSP	MRSP	MRSP
# Applicants	∑	21	22	45
	f	4	2	10
	m	17	20	35
Application rate		100 %	100 %	100 %
# First-Year Student	∑	16	13	20
	f	2	2	7
	m	14	11	13
Rate of female students		12.5%	15.4%	35%
# Foreign Students	∑	0	0	0
	f	-	-	-
	m	-	-	-
Rate of foreign students		0	0	0
Percentage of occupied study places		100 %	100 %	100 %
# Graduates	∑	11	0	0
	f	2	0	0
	m	9	0	0
Success rate		68.75%	0	0
Dropout rate		31.25%	0	0
Average duration of study		2 years and 1 month		
Average grade of final degree		3.60		

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[2] Decree of the Director General of Islamic Education Number Dj.I/53/2011.

Based on the statistical data above, for the last three years, the number of registrants and active students has fluctuated. Active students in 2022 increased. This was aided by socialisation of the programme's LOs, as well as alumni having important roles within the community, namely as Religious Counsellors promoting tolerance and peace both locally, nationally, regionally, and internationally.

In general, the majority of active students come from Java, and there are no students from abroad. The average study completion time is two years and one month (2.08 years). For students who do not complete their studies on time, MRSP takes various actions, including staff personally contacting the student concerned and inviting him / her to the office to discuss the problems encountered and possible follow-up actions (see self-evaluation report, p. 11).

Appraisal

The panel members agree that the statistical data show a solid development. An increasing trend is shown between 2019 and 2021, especially with the number of applicants and proportion of female students. Hence, despite the non-existent foreign students, the quantitative development of the programme has been convincing so far.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Master of Religious Studies Programme (MRSP) produces graduates who can work as Religious Counselors in the fields of tolerance and peace. Graduates are prepared to become Religious Counselors who will contribute to society, especially in Government Institutions (e.g. the Ministry of Religion, Ministry of Social Affairs, Ministry of Education and Culture, and National Resilience Institute), Research Institutes, and study centers that are concerned with Religious and Social Religious Studies (both on campuses and in the wider community), Non-Governmental Organisations (NGOs) concerned with issues of religious studies, inter-religious relations, and socio-religious issues such as the Religious Harmony Forum (RHF), Interfaith Dialogue, Centre for Religious Harmony (CRH), and Educational Institutions and Social and Religious Institutions both government and private.

In addition, graduates of **MRSP** also have additional competencies as researchers and peace workers. While studying at **MRSP**, students are equipped with various academic competencies needed for such work, including communication skills, problem-solving and conflict management skills, presentation and public speaking skills, consultation and mediation skills, diversity management skills, and a deep understanding of the values of tolerance and peace in relation to social life and society.

In addition, graduates are also equipped with additional skills in the fields of research and peace mediation. The personal skills that students have after completing their studies are the ability to think scientifically, work independently, collaborate, make decisions, and communicate ideas. For grauation, students must complete 64 sks credits, which is equivalent to 92.16 ECTS credits, in a maximum of eight semesters.

However, **MRSP** encourages students to complete their 92.16 ECTS credits in the regular study time of four semesters. The curriculum presented is in accordance with the Indonesian National Qualifications Framework (abbreviated as INQF - or known as KKNI in Indonesia) level 8 (Master), namely:

1. To produce graduates who are able to compare various theories of the study of religions in the field of tolerance and peace from various perspectives and practical goals;

2. To produce graduates who are able to apply both inter and multidisciplinary counselling approach models when carrying out their duties as Religious Counsellors in the field of tolerance and peace so that they can be accepted in various circles of society with various backgrounds and religions; and

3. To produce graduates who are able to produce research products published in various nationally accredited journals and gain recognition as a nationally certified Intellectual Property.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The panel positively highlights that HEI organises conferences and provides training to acquire and consolidate important key competences.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

Therefore, as a part of the internationalisation plan of UIN SGD Bandung, **MRSP** has been designed as a study programme with international content. This international orientation is manifested in the distribution and content of courses, the use of the foreign languages Arabic and English in the learning process, the lecturers' activities, and the implementation of exchange programmes.

In terms of the distribution and content of the courses, **MRSP** equips students with substantive knowledge about tolerance and peace that prioritises the international context in their learning. The courses that provide this include World Religions, Islamic Worldview, Religion, Tolerance and Peace, and Religious Moderation. Lectures are delivered in English and/or Arabic.

Most of the reading and reference sources are in the form of English-language journals. The **MRSP** lecturer team mostly has international experience, which is supportive of the development of students' academic and non-academic abilities related to internationality. In addition to having educational backgrounds in several overseas campuses, the programme's lecturer team also has experience as reviewers in international journals and as speakers in various international forums.

In addition to the lecturers' work, several alumni have also succeeded in obtaining scholarships to several campuses abroad to take part in Peacekeeping Training (see self-evaluation report, p. 14). It is not only the human and learning resources that have been internationalised, but also assignments related to peace and tolerance that address the international sphere are given to students. Adopting the theme of Global Peace of the United Nations Sustainable Development Goals (Peace, Justice and Strong Institutions), students are tasked with creating podcasts in a foreign language on the topic of "The True Teaching of Islam and the Often-Misinterpreted Values of Peace

and Respect" to help spread an anti-violence stance and reduce negative interpretations of religious values.

The international outlook is also a focus for 2025 (Vision, Mission, Goals, and Objectives of the **MRSP**) with the design of co-operations with international institutions, such as the Practice Exchange "Model Introduction of Religious Moderation in Educational Institutions" with USAID Prioritas and the Discussion Forum "Approach Religion as a Transhistorical and Global Phenomenon which exists within and beyond Religious Traditions" between academicians of the Religious Studies Programme at the University of Wisconsin-Madison.

To ensure that its students have adequate competence in the field of language acquisition and international insight, MRSP emphasises that students must (a) participate in at least three international forums related to tolerance and peace as evidenced by certificates and documentation of activities, and (b) have taken TOEFL ITP with a minimum score of 500.

Appraisal:

Due to the variety of international contents and the intensive use of other languages (e.g. through podcasts), the programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

1.3   Positioning of the study programme

Positioning of the study programme in the educational market

MRSP has a competitive advantage in the education market for similar programmes because it prepares its graduates to become competent "Religious Counselors in the field of tolerance and peace" who are ready for the world of work. Soft skills, such as knowledge of the ethics of living together, good and effective communication skills in both Indonesian and foreign languages (English and Arabic), IT skills, and good teamwork (collaboration) skills, are highly desired by graduate users.

In addition, **MRSP** already has internationally oriented features that equip its graduates with the abilities needed to take part in activities in an international context. These features include internationally-oriented courses, the educational background of the lecturer team, full and part-time lecturer participation in international forums, and the design of cooperation programmes based on International Memorandums of Understanding (see self-evaluation report, p. 15).
This international orientation makes the programme distinct from its competitors, such as the MRSP at UIN Jakarta, which focuses on the practice of tolerance in the midst of the plurality of

religious communities in the country[3], and the **MRSP** at UIN Sunan Kalijaga which focuses on empowering civilised society within the framework of the universality of religious values and Indonesian diversity.

In particular, the MRSP students of UIN SGD are equipped with foreign language skills (English and Arabic) through the use of foreign languages in lectures, language courses at the Language Center, programme demands for a minimum TOEFL ITP score of 500, project assignments, and involvement in international forums (presenter, participant, peace mediator), which are prerequisites for graduation.

Nationally, there are three **MRSP** at IRC under the Ministry of Religion: UIN SGD Bandung, UIN Syarif Hidayatullah Jakarta, and UIN Sunan Kalijaga. By having B accreditation from its inception until 2021, adequate lecture facilities, programmes and internationally oriented projects and issue-based assignments, a qualified team of lecturers, and affordable tuition fees of up to 35 % lower than the tuition fees in similar programmes (see self-evaluation report, p. 16).

These advantages attract students to continue their studies at the programme. The results of a tracer study at University level show that the percentage of graduates who work as religious counsellors in the field of tolerance and peace has reached 75 % of the total **MRSP** graduates, and the average waiting period for alumni to get a job is a maximum of 12 months. The needs of the community and stakeholders for such graduates seem to be continuously increasing.

This is indicated by the increasing public interest in continuing studies at the programme from year to year. The data for 2021 shows an increase in the number of registered students of 100 % on the previous year: from 24 to 45 students with a capacity of 20 students (see self-evaluation report, p. 16). Based on the results of the tracer study, the positive response and level of satisfaction (score range of 85-90) from MRSP graduate users towards its alumni (ethical aspects, main competencies, IT and foreign languages, communication and collaboration) have become drivers of the high interest in continuing their studies in the programme. The ease of getting a job from various institutions is very appealing.

However, interest from international students has not yet been seen, even though the prospect of internationalisation that is being promoted by **MRSP** is quite high.

Positioning of the study programme on the job market for graduates („Employability")

Based on the results of a tracer study conducted by the Career Centre at University level in collaboration with **MRSP**, the need for the profession of Religious Counsellor in the field of tolerance and peace, both in the home country and abroad, is still quite high. It also holds meetings with stakeholders every year to get input on the competency criteria for graduates who are not only capable of providing counselling in the fields of tolerance and peace but also capable of observing,

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[3] https://www.uinjkt.ac.id/magister-studi-agama-agama-raih-akreditasi-a/

analysing, and presenting the results of observations and analyses of various problems of tolerance and peace in religious life in the society.

From the results of these activities, **MRSP** established Religious Counsellor in the field of tolerance and peace as a graduate profile in order to respond to market needs for the profession. As a country with a diverse society, and at the same time as a country with the largest Muslim community, Indonesia needs Religious Counsellors in the fields of tolerance and peace in various institutions that can provide models for implementation in other majority countries.

The results of the tracer study also show that the need for researchers in the field of Religious Studies continues to grow, particularly for studies related to how teenagers view religion and spirituality and interfaith views and relationships. This was expressed by an MRSP alumni respondent working as teaching staff (teacher) who stated that research related to this matter needs to be continuously developed.

This makes Researcher an additional graduate profile for **MRSP**. Meanwhile, other data shows a need for Peace Workers who continue to socialise the value of diversity. Diversity in religion and the perspective of gender justice continue to be needed in conflict areas in Indonesia. This data makes Peace Worker another additional graduate profileof the programme.

Positioning of the study programme within the HEI's overall strategic concept

UIN SGD Bandung has a goal to become a State University based on Islamic values that produces qualified graduates in terms of knowledge, skills, and attitudes. The HEI strives to continuously improve its quality so that, in the next few years, it will be able to become one of the best State Islamic Religious Universities (abbreviated as SIRU - or known as PTKIN in Indonesia) in Indonesia.

One of the HEI's efforts in realising this goal is by offering the **MRSP** in which its graduate profiles, curriculum content, lecturer teams, and work programmes strongly support the realisation of the HEI internationalisation. It has already contributed to the strategic plan for the internationalisation of higher education, with one example of this being its active involvement in the International Conference on Islam in Malaya World (ICON-IMAD) (see self-evaluation report, p. 18). This conference entered its 11th year of implementation in 2022.

Through the ICON-IMAD activity, both students and lecturers contributed to the achievement of UIN SGD Bandung of the best Webometrics ranking at STU and SINTA in 2020. This international conference is a joint conference between CISPSU Thailand, UNISSA Brunei Darussalam, APIUM UM Malaysia, and the Postgraduate Programme at UIN SGD Bandung.

In addition, the **MRSP** has also encouraged the HEI to explore wider cooperation in Southeast Asia through public lectures that present guest lecturers from Grotouders Voor Het Klimaat, Belgium, and Istanbul Foundation for Studies and Research, Turkey.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market			X		
1.3.2 Positioning of the study programme on the job market for graduates („Employability")			X		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

Admission requirements (Asterisk Criterion)

Prospective applicants who are interested in continuing their studies at **MRSP** must meet the following requirements:

1. Have graduated from the Bachelor's Programme with a minimum GPA of 2.75, preferably from a major/undergraduate programme in the field of Religious Studies;

2. Have filled out the registration form and paid the registration fee according to the applicable regulations;

3. Have written a research proposal, as material for the thesis (tentative), according to the specific theme of the **MRSP**; and

4. Have attached Bachelor's Degree Programme Diplomas, Transcripts, and Recommendations from previous lecturers, as well as TOEFA and TOAFL scores organised by the Language Centre of UIN SGD Bandung, with each score at least 450. TOEFA and TOAFL are tests of Arabic and English language skills that are internal at UIN SGD Bandung.

Prospective students register themselves by downloading the form through the website[4] and Postgraduate mobile apps, or by directly taking the registration form to Postgraduate Administration to be submitted online. Then, the applicant takes a series of entrance tests according to the schedule set by the Postgraduate Admissions Committee. Registration, registration payments, and all other steps carried out online.

The Written Exam uses a Computer Based Test (CBT) model. After prospective students take the CBT, the next stage is an interview. Some of the important topics covered in the interview include:

1. Why are you (prospective student) interested in enrolling at this campus and more specifically at **MRSP**?

2. What field of work do you want to pursue after graduating from **MRSP**?

The new student registration rules are an elaboration of the Academic Guidelines at the HEI and Ministry levels, which generally only regulate the mechanism for new student admissions. Therefore, the Decree of the Director of the Postgraduate Programme is the main reference in the new student registration process. Determination of graduation is determined through the Rector's Decree, which takes into account the data determined by the Postgraduate Director based on the registration process that has been passed by the prospective students.

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[4] see: https://pps.uinsgd.ac.id/ (last access: ?)

Counselling for prospective students

Prospective students who are interested in continuing their studies at **MRSP** can find information related to the programme through the website of the postgraduate programme and mobile apps, and also through the leaflets and socialisation delivered to undergraduate students. Things that require special explanations, such as career paths, curriculum, and lecturers, can be asked directly to the programme's management and/or staff, or online through its official WhatsApp chat.

MRSP has assigned two (additional) administrative staff to specifically respond to student messages either through WhatsApp or email. Both staff members are responsible for conveying accurate information and responding quickly to various questions and/or needs of prospective new students. These contacts are also listed on thewebsite and mobile apps. In addition, applicants can also visit the Postgraduate Office/Building[5] to get information about new student registration.

Selection procedure

The selection of new student admissions consists of three stages, namely:

1. Selection of administrative documents completeness:
   - The selection of the completeness of the administrative documents is carried out by assessing the completeness of all files, including the diploma and GPA of the undergraduate programme (minimum 2.75 out of a 4.00 scale).
   - The requirements to pass the administrative document selection stage are a minimum undergraduate thesis grade of B, and a grade of A for the Research Methodology course.

2. Tests (English Language Proficiency, Arabic Language, and Academic Potential Tests):
   - Students must take both Arabic and English language tests;
   - The Academic Potential Test is specially made by the Psychology Service Unit team, (abbreviated as PSU - or known as ULP in Indonesia) Faculty of Psychology, and is prepared based on the qualification needs of MRSP students.

3. Scientific skills interview, especially related to research plans in the field of Religious Studies:
   - Students who pass the language test and the Academic Potential Test are tested for academic ability in research and mastery of the theory of Religious Studies through interviews and evaluation of proposals submitted by the prospective students;
   - The portion (quota) provided for each class is 20-25 students.
   - The passing grade to qualify is a minimum of 75 out of a scale of 100. The interview assessment criteria are listed in the Postgraduate Director's Circular on New Student Admissions.

Regulations related to New Student Admission are based on Chapter II of the Academic Mechanism of Point A regarding the Student Recruitment Process in the Postgraduate Academic Guidelines of UIN SGD Bandung. Prospective students can download these regulations through the web and

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[5] Campus II UIN SGD Bandung; located at Jalan Cimencrang, Panyileukan, Cimencrang, Gedebage, Bandung City, West Java 40292 directly during working hours (08.00 – 16.00 West Indonesia Time).

mobile apps or through brochures provided by the **MRSP**. After the selection process has been passed, they can also see theirresults through the postgraduate web and mobile apps with their respective accounts.

Admission decisions are based on transparent criteria and are clearly communicated to prospective students; if there is a rejection or failure in the selection, MRSP can provide areason if requested by the candidate.

Professional experience

Based on the Decree of the Director of the Postgraduate Programme[6] concerning the Organising Committee for Admission of New Students at the Masters and Doctoral Levels, prospective students who register for the **MRSP** are not required to have professional experience as a Religious Counsellor. However, applicants who have scientific linearity and work experience within the fields of knowledge studied at the programme will be prioritised.

Ensuring foreign language proficiency (Asterisk Criterion)

Based on the UIN and Postgraduate Academic Guidelines, prospective students are required to have a minimum score of 450 for both TOEFA and TOAFL. In addition, in order to improve students' foreign language skills, the programme, in collaboration with the Language Centre of UIN SGD Bandung, held English and Arabic language training for the students.

In addition, the students create Language Clubs, with **MRSP** as the club's coaches, which run activities that can help students meet the graduation requirements of at least 500 for TOEFA and TOAFL. As an additional measurement of English language skills, students are also directed to take the TOEFL ITP/iBT test, which is officially organised by English Testing Services (ETS) through various credible language institutions.

This step has been added because the TOEFL ITP/iBT test by ETS is an English proficiency test for foreign speakers that is internationally recognised and can be used for various academic purposes in many countries in the world.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)

Regulations related to New Student Admission are based on Chapter II of the Academic Mechanisms of Point A regarding the Student Recruitment Process, Postgraduate Academic Guidelines of UIN SGD Bandung. Prospective students can download these regulations via the web and mobile apps or through a brochure provided by the **MRSP**.

After the selection process has been completed, prospective students can whether they have passed each stage via the postgraduate web and mobile apps with their respective accounts. Through the official postgraduate WhatsApp chat, applicants can ask or make a complaint about the results of the registration selection.

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[6] Number: 203/Un.05/PPs/KP.07.6/04/2021

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI. The panel members positively highlight the communication channel via WhatsApp, which they consider as very student-oriented. Personal dialogue between applicants and the HEI is provided by defined office hours, by mobile apps or through the website.

The selection procedure with its three stages is transparent and ensures that qualified students are admitted.

The admission requirements ensure that students are able to successfully complete the study programme.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing via mobile and web apps. Furthermore, the HEI is available for questions and answers question via WhatsApp.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Logic and conceptual coherence (Asterisk Criterion)

The distribution of **MRSP** courses is as follows:

Table 2: Curriculum Structure of the Master of Religion Studies Programme

Semester I					
No.	Course Code	Course Name	SKS Credits	Required / Elective	Assessment
1	1401	Islamic Worldview	3	Required	Oral exam and presentation
2	1402	Religious Behavior	3	Required	Written exams, essays and papers
3	1403	Theories of Religions	3	Required	Written exams, oral exams, and papers
4	1404	Religious Research Methods	3	Required	Written exams, oral exams, presentations, and papers
5	1405	Religions and Social Movements	3	Required	Written exam, presentation
6	1406	Interfaith Dialogue and Conflict Resolution	3	Elective	Oral exams, essays and papers
Total Credits for Semester I				18	
Semester II					
No.	Course Code	Course Name	Credits	Required / Elective	Assessment
1	1407	Religion and Spirituality	3	Required	Written exams, presentations, and papers

No.	Course Code	Course Name	Credits	Required / Elective	Assessment
2	1408	Religion and Contemporary Communication	3	Required	Written exams, papers and proposals
3	1409	Religion and Gender	3	Required	Written exams, presentations, essays and papers
4	1410	Religion and Politics	3	Required	Oral exam, writing analysis
5	1411	World Religions	3	Required	Oral exams, presentations, and papers
6	1412	Religious Moderation	3	Elective	Oral exams, presentations, and papers
Total Credits for Semester II			18		
Semester III					
No.	Course Code	Course Name	Credits	Required / Elective	Assessment
1	1413	Religion and Local Culture	3	Required	Written exams, essays and papers
2	1414	Religion and Education	3	Required	Written exams and papers
3	1415	Missiology of Religions	3	Required	Written exams, news writing, and papers
4	1416	Social Research Methods	3	Required	Written exams, essays and papers
5	1417	Religion, Tolerance, and Peace	3	Required	Written exams, news writing and essays

6	1418	Prevention of Violence and Extremism	3	Elective	Written exams, news writing and essays
		Total Credits for Semester III			**18**
Semester IV					
No.	**Course Code**	**Course Name**	**Credits**	**Required / Elective**	**Assessment**
1	1419	Thesis	10	Required	Presentations, proposals and thesis
		Total Credits for Semester IV			**10**
		Total Credits Overall			**64**

Each course has Course LOs that specifically equip and direct students to achieve competencies and skills that match the profile and qualifications of graduates. The following is a course description table of **MRSP** which contains the **outcomes and learning models** of each course in general:

Table 3: Course Description of the Master of Religious Studies Program

No.	Course Name	Course LOs	Description of Course LOs	Learning methods	Language of instruction
1	Islamic Worldview	Understanding the concept of an Islamic worldview that is in accordance with the conditions of a pluralist society, such as that in Indonesia	• Being able to explain the meaning of Islamic worldview • Analysing the concept of an Islamic worldview that is in accordance with the conditions of a pluralist society, such as that in Indonesia	Discussion and Q&A	English
2	Religion and spirituality	Understanding and mapping the concepts of adherents of religions and beliefs contained in	• Explaining the concept of religion and spirituality along with practical examples • Mapping the basic	Discussion and Q&A	English and Indonesian

		their respective religious statements	concepts of adherents of religion and belief		
3	Religions and Social Movement	Having the ability to distinguish between religious-based social movements	• Explaining the role of social movements in building tolerance and peace • Showing the differences between religious-based social movements through case examples	Discussion and Q&A	English
4	Missiology of Religions	Understanding and applying the selection of information and propaganda about religion, customs, and ways of spreading religion and beliefs in peacekeeping missions.	• Explaining the concept of missiology in religion • Selecting information and propaganda for dissemination.	Discussion and Q&A	English and Indonesian
5	Religion and Education	Understanding and applying education models that are religious, inclusive-pluralist, critical-reflective, multicultural, and humanist	• Explaining the concept of a religious, inclusive, pluralist education model, and so on in the form of a case.	Case Study	English and Indonesian
6	World Religions	Understanding the concept of religion in the world and having the skills to make judgments based on beliefs and religion in society.	• Explaining the meaning and concept of religion in the world. • Giving an assessment that develops in the community regarding the	Discussion and Q&A	English

				beliefs or religions of other parties.		
7	Religion and Contemporary Communication	Being able to analyse how religion is conveyed in contemporary devices and styles such as the internet, YouTube, WhatsApp, and communicating in an instant, short, sharp way, with rhetoric that continues to evolve.	• Identifying how religion is conveyed in contemporary settings and styles • Analysing the effectiveness of contemporary communication in the field of religion	Assignments	Arabic and English
8	Religious Behavior	Understanding the concept and applying it in an example of an attitude of living one's own beliefs and those of others, so that a tolerant attitude arises.	• Mapping the concept of religious behavior • Giving examples of religious behavior at the implementation level through cases	Assignments	English
9	Religion and Gender	Analysing critically and non-discriminatory interconnectivity of religion and gender	• Explaining the concept of religion and gender • Analysing the actual issues related to the interconnection of religion and gender	Discussion and Q&A	English and Indonesian
10	Religious Moderation	Understanding the concept and applying the plurality of religions that exist in society to find ways to be moderate.	• Applying the concept of plurality according to the context and social change • Mapping the concept of pluralism from	Case Study	English

				various perspectives		
11	Religion, Tolerance, and Peace	Identifying key challenges and opportunities related to religion, tolerance and peace.	• Identifying key challenges and opportunities related to religion, tolerance and peace • Designing solutions for actual problems related to religion, tolerance, and peace.	Discussion and Q&A	English
12	Prevention of Violence and Extremism	Implementing Prevention of Violence and Extremism (PVE)	• Identifying the causes of violence and extremism • Designing violence and extremism prevention solutions.	Discussion and Q&A	English
13	Interfaith Dialogue and Conflict Resolution	Understanding the concept and applying the sensitivity of the spirit of peace by focusing on the goals, methods and best practices of interfaith dialogue.	• Explaining the concept of interfaith, dialogue, and conflict resolution • Providing examples of the implementation of peace-spirited sensitivity by focusing on the goals, methods, and best practices of interfaith dialogue.	Discussion and Q&A	English
14	Theories of Religions	Comparing the definitions and structures of religion from both a theoretical and	• Identifying similarities and differences in the definition and structure of religion from	Assignments	English and Indonesian

		practical point of view (according to the clergy)	both a theoretical and practical point of view (according to the clergy)		
15	Religion and Politics	Analysing the main ways in which religious communities and political institutions interact at various levels	• Identifying the main ways in which religious communities and political institutions interact at various levels • Providing examples of the main ways in which religious communities and political institutions interact at various levels	Discussion and Assignments	English and Indonesian
16	Religion and Local Culture	Understanding the condition of human togetherness involving religion and local culture	• Explaining human concepts involving religion and local culture • Analysing the condition of human togetherness involving religion and culture in real cases	Discussion and Q&A	Indonesian
17	Social Research Methods	Developing empirical research questions to generate knowledge of the social world using a variety of tools and approaches.	• Understanding how to prepare a research proposal • Understanding the appropriate research methods for the Study of Religions as part of social research • Applying the results of the research design	Discussion and Assignment (Project)	Indonesian

18	Religious Research Methods	Understanding concepts and applying social scientific research to religion to improve understanding of religions.	• Understanding how to prepare a research proposal • Understanding the appropriate research methods for the Study of Religions as part of religious research • Applying the results of the research design	Discussion and Assignment (Project)	English and Indonesian
19	Thesis	Designing and applying research in the form of a final research project proposal and presenting it with responsibility and ethics.	• Understanding how to prepare a research proposal • Explaining the research proposal • Presenting research proposals	Assignment	English and Indonesian

Students are prepared to become competent Religious Counsellors in the field of tolerance and peace through the following courses, Islamic Worldview; Religion and Spirituality; World Religions; Religion and Education; Religion and Gender; Religious Behavior; Religions and Social Movement; Missiology of Religions; and Religion and Contemporary Communication (see self-evaluation report, p. 35).

Meanwhile, the research abilities of students are also enhanced through the courses of Theories of Religions; Religious Research Methods; Religion and Politics; Religion and Local Culture; and Social Research Methods. In addition, the abilities required to become Peace Workers are enhanced through Interfaith Dialogue and Conflict Resolution; Religious Moderation; Religion, Tolerance, and Peace; and Prevention of Violence and Extremism courses.

The curriculum of **MRSP** is designed to be able to equip graduates with the abilities needed in the working environment. Students are provided with not only sub-transition in the field of MRSP, but also, they are equipped with interpersonal and intercultural communication skills, mediation and problem-solving skills, and planning, analysing, and evaluating skills.

The curriculum also provides students with ethics, care, and tolerance. These abilities are needed to survive and even be progressive in the working environment. Most of the lecturers use learning methods in the form of case studies, discussions, and question and answer with the aim of equipping students with the skills needed to become Religious Counselors in the field of tolerance and peace.

Students obtain the competence of communicating the values of tolerance and peace, and the ability to observe, study, analyse, resolve, and present various religious and social issues in society based on logical and scientific methods and thinking.

Rationale for degree and programme name (Asterisk Criterion)

The name of Master of Religious Studies Programme was determined based on the Decree of the Director General of Islamic Education[7]. **MRSP** is a development of the Department of Comparative Religion at undergraduate level and is in line with the graduate profile, namely to become Religious Counsellors in the fields of tolerance and peace as the core competence, and additional competencies, as Researchers and Peace Workers.

The degree given to graduates of the study programme is M.Ag (Magister Agama) or Master of Religion.

Integration of theory and practice (Asterisk Criterion)

The relevance of theoretical and practical lecture substance in the **MRSP** is shown in the substance of the material of each course which integrates theoretical and practical examples both connected to the context of real life and from the selection of lecturers (practitioners). For example, in the Interfaith Dialogue and Conflict Resolution lecture, the lecturers do not only present the materials in the form of theories and the examples of interfaith dialogue and conflict resolution in the Indonesian context, but the assigned lecturers are also experienced in the field of peace as Religious Counsellors through their work in the Halaqah Peace Forum (see self-evaluation report, p 37).

This is in accordance with the description of the Course LOs of Interfaith Dialogue and Conflict, namely explaining the concept and applying the sensitivity of peace across religions through dialogue by focusing on the goals, methods, and best practices of interfaith dialogue. In addition, students also directly practice conflict resolution through role play which aims to train them to handle conflict and demonstrate strategies to prevent, manage, or resolve conflicts without endangering themselves and others.

The lesson plan structure includes the LOs, **MRSP** description, Course LOs, teaching materials, learning methods, time, assessment criteria, assessment value and teaching resources. The connection can be seen in the construction of Course LOs and learning methods.

Professional experience is an added value for prospective students. **MRSP** is a master's programme that does not require professional experience; thus, students are not required to take part in an internship programme. Nevertheless, the programme has established Memorandum of Agreement (abbreviated as MoA) with various regional, national, and international institutions to equip its graduates with competencies, knowledge, and real experience.

First, through collaboration with international institutions such as The Asia Foundation Indonesia and Religiosae Sanctissimi Cordis Jesu (abbreviated as RSCJ), **MRSP** graduates are equipped with

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[7] No. Dj.I/53/2011

international insights related to tolerance and peace through the Peace Development Programme. Second, increasing knowledge related to Islam in the world is carried out through international collaboration with the Islamic Renaissance Front (IRF).

Third, the programme's graduates are equipped with knowledge of deradicalisation through international collaboration with the National Counterterrorism Agency (abbreviated as NCA - or known as BNPT in Indonesia). Several practitioners from institutions, such as the Institute for Religious Studies and Philosophy (LSAF), the Centre for Spirituality and Leadership (CSL), and The Asia Foundation are also part-time lecturers at **MRSP**.

Interdisciplinary thinking

MRSP holds matriculation lectures to equalise perceptions about its material and study flow. It offers several elective courses that give students the opportunity to master several additional skills or expertise. For example, the Interfaith Dialogue and Conflict Resolution Course is presented to achieve the additional Course LO of becoming a Peace Worker, and is taught by the qualified lecturers of the course.

The course of Interfaith Dialogue and Conflict Resolution equips the students with interdisciplinary thinking. This course contains content pertaining to (a) communication, namely dialogue as a form of soft power of diplomacy and communication rhetoric, and (b) culture, namely the diversity of a pluralistic religious environment that requires cultural understanding (cultural diplomacy).

Ethical aspects

In the courses and learning, **MRSP** presents ethical aspects implicitly through insertion: the aspects are presented through the learning process and content presentation related to the subject matter. For example, the Interfaith Dialogue and Conflict Resolution Course presents not only related content, but also ethics that need to be considered in conflict resolution through dialogue.

The ethical aspect on the academic side is stated in the Academic Guidelines. Academic Guidelines containing academic ethics are delivered during orientation activities by **MRSP**. In addition, academic ethics are displayed on "standing banners" in several strategic locations around the study programme's rooms and lecture halls.

Academic ethics include the obligation to check for plagiarism of a maximum of 20 % as stated in the Postgraduate Academic Guidelines Chapter V Point C for thesis drafts and meet Mendeley's reference writing qualifications. Assignments or Theses that do not pass the 20 % plagiarism check are most certainly prohibited from taking part in the thesis defense. The thesis is returned to be revised with the guidance of the thesis supervisor within five working days[8].

Methods and scientific practice (Asterisk Criterion)

MRSP ensures the mastery of methodological and research competences of students through the provision of two research courses, namely Religious Research Methods and the Social Research

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[8] As stated in the Postgraduate Academic Guidelines

Methods, which are a part of the advanced courses. In these two courses, evaluation is in the form of a research project in accordance with Course LOs.

The **MRSP** prepares students to write a thesis projection from the beginning of registration. The thesis projection requires the preparation of a thesis proposal which is later presented at the interview. In addition, **MRSP** also assigns a lecturer to be an academic supervisor from the beginning of the lecture period. This supervisor will be one of the supervisors for the student's thesis, while the co-supervisor will be appointed after the student has passed the thesis proposal exam.

To ensure that the thesis content is related to the degree, **MRSP** monitors the content of the thesis to ensure alignment with the study programme's LOs and Thesis Course LOs through a measurable and planned guidance process. In general, all processes of writing and making the thesis follow the rules of writing scientific papers at the Master's level as stated in the guidelines for writing thesis and dissertations.

The topic of scientific work at the Master's level is encouraged to present novelty and efficacy from both a theoretical and practical point of view.

Examination and final thesis (Asterisk Criterion)

According to the Postgraduate Academic Guidelines, evaluation of the quality of learning is carried out through the Mid-Semester Examination and the Final Semester Examination. The form of the examination of each course is adjusted to the Course LOs of the course and can be in the form of a written exam or project-based examination. This is done because each course has a different Course LOs leading to variations in examinations.

The final semester test and mid-semester test questions are arranged based on a test prediction that has been made with reference to the predetermined Course LOs. Most of the tests use the essay writing format (critical case analysis). The assessment is based on (a) content presentation (30 %), (b) critical analysis (40 %), and (c) writing systematics (30 %). The final assessment criteria are based on the Academic Guidelines Chapter III Point E.

In addition, the final test is carried out by referring to the Course LOs of each course, which, in this case, is the profile of Religious Counsellor in the field of tolerance and peace. Thus, students are examined in the form of practice as a Religious Counsellor in a relevant institution. The relevance of the substance of theoretical and practical lectures in the **MRSP** can be seen from the substance of the material of each course which integrates theory with practical examples.

The components of the assessment of the practice of Religious Counsellors include: (a) Content (suitability of material with targets, accuracy of timing, suitability of selected materials, evaluation techniques used) with a total of 20 points, and (b) Techniques of Delivery/ Extension (use of techniques, media, strategy, apperception, etc.) for a total of 80 points.

As for the thesis, all the writing criteria are contained in the Guidelines for Writing Postgraduate Theses and Dissertations. The purpose of writing a thesis is to prove one's ability to solve research problems related to the field or issue of tolerance and peace. The thesis preparation process, including analysis and guidance, follows the cycle model below:

Figure 1: Thesis Preparation

The research topic must be up-to-date, relevant, and useful to the graduate profile and scientific field of **MRSP**, so that the results can be used as a reference for students or as a reference for further research. The topic must also be up-to-date to be in accordance with the development of science and technology. Each research result in the form of thesis output is published in the online library directory of UIN SGD[9], and must also be published in reputable national and international journals[10].

Lecturers are required to provide various feedback. For the extension practice exam, the lecturer gives oral feedback regarding the content (80 %) and delivery method (20 %). Meanwhile, for mid-semester test and final semester test, which are in the form of critical analyses, written feedback is given in the form of lecturer comments on content reviews, depth of analysis, and writing systematics.

For the preparation and publication of research, **MRSP** has guidelines for Thesis and Dissertation writing which are delivered by lecturers in the Thesis course, and it is compulsory that students read and understand these guidelines so that they produce well-qualified research that is in accordance with HEI regulations. Students are required to have research consultations at least ten times in one semester with the thesis supervisor and thesis co-supervisors to ensure the accuracy and quality of research.

This is also aimed at encouraging students to complete their studies on time. **MRSP** ensuresthat the thesis supervisors are lecturers whose field of expertise in accordance with the student's research topic. As a result, the accuracy and quality of research results is more determinate. After two years of study, students can become a Religious Counsellor in the field of tolerance and peace.

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[9] http://digilib.uinsgd.ac.id (last access?)
[10] Stated in the Postgraduate Academic Guidelines

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. Although the programme's name was laid down in a decree, the panel members note that the content of the study programme is broader than its name and includes leadership and management, for example. Therefore, the panel members suggest, if possible, from the regulatory point of view, to change the name to reflect this broader focus.

Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programme qualifies for interdisciplinary thinking. The panel members positively highlight that the students are trained to employ anthropology, soziology and cultural studies.

Ethical implications are appropriately communicated.
Students acquire methodological competences and are enabled to do scientific work in form of books and papers on the required level in specialised courses.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.
The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.
The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Projected study time	2 years (4 semesters)
Number of Credit Points (CP)	64 Credits/92.16 ECTS
Workload per CP	3 sks credits = 170 minutes x 3 = 510 minutes
Number of courses	19 courses
Time required for processing the final thesis and awarded CP	1-2 semester, 10 sks credits Master
Number of contact hours	153 hours

MRSP has a curriculum consisting of several types of subjects that have specific learning objectives and outcomes. To get a Master's degree, students must take and complete courses with a total of 64 credits, which is equivalent to 92.16 ECTS, with the following composition:

1. A total of nine courses (27 credits) are mandatory (required) Basic Courses. Courses that are grouped at the basic level are subjects whose Course LOs are the main outcomes that ensure the strength of the **MRSP'** LO, namely to become Religious Counsellors in the field of tolerance and peace. For example, the outcomes of the Missiology of Religions Course are that students have the ability to provide information and propaganda about religion, customs, and ways of spreading religion and belief.
2. A total of five courses (15 credits) are mandatory Advanced Courses. Advanced Courses are a group of supporting courses for Basic Courses to assist in the achievement of the specified LOs. For example, the Theories of Religions course requires every student to have the ability to compare the definitions and structures of religion from both a theoretical and practical point of view (according to the clergy). This capability is the foundation for Peace Workers in the field of tolerance and peace who are required to promote peace by minimising tension and creating a moderate religious attitude.
3. A total of four courses (12 credits) are elective courses. Elective courses are courses offered by **MRSP** that students can choose from according to their interests. Students are allowed to choose four elective courses. An example course is the Prevention of Violence Extremism which is intended for those who have a passion for becoming a Religious Counsellor in the field of tolerance and peace who is responsive to issues of preventing extremism and violence.
4. Thesis Course (10 credits) is a subject that must be fulfilled and completed by students in order to be declared PASSED (GRADUATE) from the **MRSP**.

Modular structure of the study programme (Asterisk Criterion)

The calculation of the credits required in the **MRSP**, which is is equivalent to 92.16 ECTS, is as follows:

$$\text{Total ECTS} = \frac{\left(\dfrac{\text{Total of minutes in 1 Credit}}{60 \text{ minutes}} \times 14 \text{ meetings}\right)}{27.5 \text{ hours}} \times \text{Total Credits}$$

The calculation of the load per credit is done by calculating the weight of the course from the breadth and depth of the LOs and the study materials of each course based on Bloom's taxonomy, namely:

Table 4: Calculation of the load per credit

LEVEL	COMPETENCE	LEARNING OUTCOMES
1	Recognising	Mentioning, telling, recognising, retelling
2	Comprehending	Summarising, converting, defending, restating
3	Applying	Calculating, preparing, imitating
4	Analysing	Comparing, elaborating, differentiating, separating
5	Synthesising	Generalising, categorising
6	Evaluating	Assessing, criticising, and arguing.

The calculation stages are as follows:

1. Determining the weight of the course by specifying the breadth and depth of material for each study material of each course based on Bloom's taxonomy.

$$\text{The course weight} = \text{The material's width x The material's depth}$$

2. Determining the credits of the courses through calculation by dividing the weight of the courses divided by the total weight of the entire courses then multiplied by the mandatory total credits in one study cycle of **MRSP**.

$$\text{Credit Course} = \frac{\text{The course weight}}{\text{Total courses weight}} \times \text{Total Credit in one study cycle}$$

MRSP, along with the lecturers, monitor the evaluation of each semester to ensure that the weight of each course meet the LOs' standards.

Study and exam regulations (Asterisk Criterion)

The implementation of academic activities in the **MRSP** is based on the Postgraduate Academic Guidelines CHAPTER III point C, including Guidelines for Writing Postgraduate Thesis and Dissertations. It includes the contract process or coursework from the beginning to graduation. According to the Academic Guidelines, it is possible for students to gain experience outside of

lectures, for example, through internships or training, as well as research both in the home country and abroad.

This possibility to gain experience outside lectures is known as the Independent Learning Independent Campus (abbreviated as ILIC – or known as MBKM in Indonesia) which is an Indonesian government programme that promotes the independent learning process in campus. The experiences gained outside the lecture can be counted toward course credits. Guidelines regarding credit conversion are regulated in the Chancellor's Decree[11]. Regulations related to credit transfers/learning agreements are also available[12].

The Independent Learning Independent Campus (ILIC-MBKM) policy is how the campus renews a mature mindset and renews students' mindset to take risks and try new things. For this reason, a positive breakthrough in higher education is currently needed in Indonesia. Independent Campus is a method or philosophy, including its policy derivatives, which continue to roll out. This is not something static; it will continue to develop. It is believed that the Independent Campus policy is one way to dismantle administrative bureaucracy in higher education. The Independent Campus Policy will bring academics in higher education, such as lecturers and students, to have independence in the learning, research, and community service processes. Therefore, they have broad access to study and gain knowledge in study programmes both on and off campus. Lecturers act as facilitators in the knowledge exchange process, compiling a curriculum oriented and based on scientific projects, student groups based on scientific projects, participation in case study debates, and others. What makes it innovative is the way of thinking. This change aims to produce graduates who can survive, adapt, and have non-technical skills to live and work in society.

Given the above, the **MRSP** does not implement Independent Learning Independent Campus (ILIC) because it has already implemented and is currently implementing it. Most students are already working and have experienced previous campus learning (during the undergraduate period), so the abilities above already exist in students to varying degrees. Likewise, lecturers always engage between lessons and students' experiences in the field, including learning from sources other than lecturers in class. As a result, **MRSP** has and is implementing independent campus learning. It can be added here that so far curriculum changes have not been based on the MBKM programme, but based on deliberations between various educational stakeholders, namely students, lecturers, users, alumni and the general public.

After completing the entire academic process, students will get final grades and transcripts. Based on the Academic Guidelines, students will receive their predicate in accordance with what has been stipulated in the Academic Guidelines. The calculation of credit transfer is presented in the value distribution table as follows:

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[11] Number B-068A/Un.05/II.2/KP.07.6/04/2021 dated 28 April 2021, concerning the ILIC Curriculum
[12] Rector's Decree Number B-068A/Un.05/II.2/KP.07.6/04/2021 dated 28 April 2021

Table 5: Value distribution

No	Programme/Activities	Duration	Course Equivalence
1	Student Exchange Programme	In accordance with the campus destination	Based on study programme accreditation
2	Internship Programme/ Job Training	Less than 3 months	4 – 20 sks credits
3	Teaching Assistance Programme in an Educational Institution	No less than 6 months	maximum 20 skscredits
4	Research Programme	Minimum 6 months	maximum 20 skscredits
5	Humanity Project	1 or 2 semesters	20 sks credits
6	Student's Entrepreneurship Project	6 – 12 months 6 months	20 – 40 sks credits 20 sks credits
7	Independent Project of Study Programme	6 months	20 sks credits
8	Countryside Development Programme	6 – 12 months	20 – 40 sks credits

The Postgraduate Academic Guidelines are the reference for conducting studies and examinations, including mid- and final semester tests and the thesis defense.

Feasibility of study workload (Asterisk Criterion)

MRSP provides students with courses to be completed in three semesters, and has a thesis writing process from the beginning of registration through to the thesis proposal as a prerequisite. The study programme assigns an Academic Advisor and another lecturer as the thesis supervisor to each student. These steps are taken to ensure the timely completion of studies.

The academic advisor is tasked with providing consultation (as a counsellor) for students for both academic and non-academic matters. The academic advisor and the student make an agreement and/or an appointment regarding the guidance process which aims to assist the student in completing the studies. The study programme also provides various administrative services, such as study programme staff for students.

Along with being accessible offline, this service can also be accessed online via Whatsapp chat, which is always on standby during working hours. To respond to input from stakeholders (especially from the students), **MRSP** holds a monitoring and evaluation meeting in which the next year's work programme is discussed and the input considered. This is also done to ensure students can complete their studies on time, in accordance with the specified LOs.

The study load is divided evenly among the lecturers. **MRSP** has a programme scheme for students who cannot complete their studies on time. On example activity of this programme is a writing clinic programme held within a certain period of time. From the administrative side, the

programme's secretary reminds students who are not on track with their studies, either informally through WhatsApp communication media or formally (at a certain stage) through an official letter.

During their study, the **MRSP** students take a number of exams: (a) the Mid-semester and Final tests for three semesters, (b) the Comprehensive Examination, (c) the Research Proposal Seminar, and (d) the Thesis Defense. Learning evaluation is carried out through surveys given to students at the end of the semester, conducting Focus Group Discussions (FGD) with the person in charge of the course and the class leader before the implementation of the mid-semester test, and also meeting with supporting lecturers at the end of the semester as a form of final evaluation of the lectures.

The results of the evaluation are used as a tool to measure the achievement of Course LOs and improvement of learning in the next semester.

Equality of opportunity

According to the HEI and Postgraduate Academic Guidelines, any person who meets the qualifications written in the guidelines can apply to become a student in the **MRSP** without any discrimination. This is evident in the absence of any special limitation, such that anyone who is eligible to enrol can join the programme. UIN SGD Bandung openly provides opportunities for every student with special needs to register and be accepted as a student, including in the **MRSP**.

The HEI provides disabled facilities in the form of roads, sidewalks, elevators, and bathrooms that are friendly to people with disabilities. Meanwhile, for exam activities, the HEI provides test support facilities (readers) to help students with disabilities. In addition to readers, the HEI also provides encouragement to students with disabilities in the form of psychological assistance through the Psychological Services Unit or (abbreviated as PSU - or known as ULP in Indonesia) to support study success.

Psychological assistance is provided in the form of three-dimensional psychological counselling as a communication liaison for students who have difficulty communicating with their families, campuses, or institutions where they work: anything which can obstruct study and the completion of study. More importantly, the HEI also provides various scholarship programmes that are accessible to all students (regardless of physical and/or social background) who are eligible to support the success of their studies.

During the COVID-19 Pandemic the HEI provided relief to students struggling financially due to the lockdown in the payment of Single Tuition Fees (abbreviated as STF) through reductions or discount programme, and through a gradual payment system[13].

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. The course

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[13] Chancellor's Decree Number: 450/Un.05/II.3/KU.01.1//6/2020

descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.
When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. Although there was no problem from the students and staff, the panel members note that in addition to the relatively high number of hours in class, there is also time for self-study. This results in a high weekly study load for students. The panel notes that this high workload should be revisited by the HEI and reduced, if needed. This reduction in workload would also raise academic standards, as staff would be less burdened by teaching and would have more time for research.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3   Didactical concept

Logic und plausibility of the didactical concept (Asterisk Criterion)

The implementation of the learning process in the **MRSP** is carried out by implementing various learning models that involve students both independently and in groups. Among the learning models used are Problem-Based Learning (PBL), Project-Based Learning (PjBL), Contextual Teaching and Learning, and Discovery Learning. The selection of learning models is based on

compatibility with the characteristics of the course and the appropriate assessment model to ensure that Course Learning Oucomes can be achieved.

For example, the Contextual Teaching and Learning model was chosen in the Interfaith Dialogue and Conflict Resolutions course as it allows students to be fully involved in finding the relevance of the material studied in real life, and then relating the findings of LOs with real-life situations. In the end, students are able to connect and apply their competencies in everyday life.

At the practical level, several learning methods are implemented including the group discussion method, case studies, lectures, work visit methods, and project assignment methods. The selection of learning models and methods is aimed at meeting the characteristics of an interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered learning process; thus, leading to the achievement of the Course LOs.

As an example, learning in **MRSP** emphasises mastery of problems in certain real contexts. The use of the case study method helps to achieve this goal as students are given a problem or case, encouraged to find alternative solutions, tie the problem to theory, make observations and collect other data, then analyse and verify the information or data found.

As a result of the COVID-19 pandemic, blended learning, which was issued by the Chancellor of UIN SGD Bandung, has become the preferred mode of learning. Blended learning is carried out using the e-knows platform which is accessible for lecturers and students, through their respective accounts (see self-evaluation report, p. 46).

Course materials (Asterisk Criterion)

In terms of learning materials, the lecturers of the **MRSP** give students a lesson plan for each course that contain competency requirements, basic competencies, primary lecture materials, learning experiences, methodologies, media, evaluation designs, and sources of instructional resources or references. Before the lesson begins, students must access the material sources stated in the plan.

Lecture material references are mentioned in the lesson plans for each course and distributed by the lecturer at the start of each lecture. The learning resources consist of (a) necessary references in the form of a list of specific textbooks and journals connected to each meeting's discussion; (b) additional recommended literature to enrich the student's understanding; and (c) handouts or power points supplied by the lecturer. The majority of MRSP lecturers are authors who create their own instructional materials using textbooks issued by national publishing houses.

Some offline teaching materials are available in HEI and postgraduate libraries, whilst online teaching materials can be downloaded from the digital libraries via student's individual accounts, or lecturers can send links to their e-books via LMS or other digital media. The quantity of available references is sufficient for all students to access them at the same time. The book collection consists of roughly 55,705 items, 23.5 percent or 10,771 of which are references utilised in learning the **MRSP**.

Due to the COVID-19 outbreak, the HEI has issued a policy addressing the use of the e-knows platform as a learning medium. Typically, MRSP employs a face-to-face format for its lectures.

Guest lecturers

In an effort to enhance the quality of the student learning process, the **MRSP** invites visiting professors from universities both inside and outside the nation. In addition, practitioners, particularly in the field of Religious Counseling, are encouraged to apply. Guest lecturers have been invited from institutions such as Paramadina University, the Institute for Religious Studies and Philosophy or (LSAF), Project for Pluralism and Religious Tolerance, the Center for Spirituality and Leadership (CSL), Islam and Development at The Asia Foundation, Catholic Parahyangan University, and the RSCJ (Religiuses du Sacre Coeur de Jesus or the Congregation for the Sacred Heart of Jesus).

In addition to enhancing the attractiveness of the study programme, the presence of guest lecturers improves the comprehension of related materials, introduces various research studies and their applications to daily life, and contributes to the enhancement of lecturers' teaching activities by facilitating the exchange of field experiences with students. The participation of practical guest lecturers can also provide students with access to national and international networks, thereby enhancing their LOs and other skills.

Some guest lecturers are typically present at least once per semester and deliver public lectures to MRSP students.

Lecturing tutors

Through the lecturing tutors' programme, the **MRSP** provides a programme designed to improve student lectures. This programme seeks to enhance the self-improvement of new and/or returning students through independent and individualised learning. In this initiative, third-semester students serve as tutors for freshmen. Students in their third semester who, according to their supervisors, have greater skills than other students, become tutors for students in their own class and the year below them, with the authorisation of the Study Programme.

MRSP also has a coaching scheme under the watch of a supervising lecturer. Students with experience as Religious Counsellors in a variety of agencies can offer coaching or short training. The success of the lecturing tutor programme is reviewed at the end of each semester via a survey it administers. The scheme also includes the development of a mentoring plan for community service activities, which is conducted annually.

As part of the lecture process, **MRSP** gives students the opportunity to participate in these community service activities through collaboration with lecturers.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, Problem-Based Learning or Project-Based Learning. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up-to-date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The panel members positively note that the HEI invites a variety of practitioners which share their experiences in the fields of peace and conflict.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		

3.4 Internationality

International contents and intercultural aspects (Asterisk Criterion)

MRSP incorporates international material and intercultural features through the provision of sixteen courses that equip students with the abilities necessary to participate in an international setting. The incorporation of such features has resulted from the per-semester lecturer evaluation meetings which have the purpose of enhancing LOs and the institution's vision. The course containing such features can be viewed in the table below.

Table 6: Internationally-focused and Interculturally-focused courses

No.	Courses	International Content	Intercultural aspects
1	Islamic Worldview	√	
2	Religion and spirituality	√	
3	Religions and Social Movement		√
4	Missiology of Religions		√
5	Religion and Education		√
6	World Religions	√	
7	Religion and Contemporary Communication	√	
8	Religious Behavior		√
9	Religion and Gender	√	

10	Religious Moderation	√	
11	Religion, Tolerance, and Peace	√	
12	Prevention of Violence and Extremism		√
13	Interfaith Dialogue and Conflict Resolution	√	
14	Theories of Religions		√
15	Religion and Politics		√
16	Religion and Local Culture		√

Among the 16 courses are eight courses with international content intended to provide students with an international worldview, and eight courses with intercultural studies intended to prepare students to understand cultural differences, so that they are more proficient in the field of tolerance and peace when they become Religious Counsellors.

These courses are presented by professors who have engaged and conducted research with many cultures (see self-evaluation report, p. 49). The 16 international and intercultural courses are given by lecturers with experience and/or foreign networks, as well as proficiency in comprehending and expressing diverse Arabic and English reference sources. Thus, students are indirectly exposed to worldwide ideas and culture.

Internationality of the student body

According to the Academic Guidelines and Partnership Guidelines of UIN SGD Bandung, each study programme may admit international students, including via cooperation programmes. Prior to the past three years, no international students were enrolled in the **MRSP**. Now, as a result of the COVID-19 pandemic, the lack of international students is due to limited travel between countries.

Blended learning of the study programme has not yet reached international students who reside in various countries. The institution is in the process of building a more inclusive approach that will allow prospective international students to enroll and attend lectures via online or hybrid formats. In addition, the international and intercultural perspectives of the **MRSP** curriculum, as mentioned in section 3.4.1, are intended to attract international students.

As a new study programme in the HEI, another element that may be causing the low enrollment of international students in **MRSP** is the presence of well-known international competitors. For instance, there are fifty colleges in Canada that offer Religious Studies. Therefore, the study programme is focused on the enrollment of international students from ASEAN nations.

Implementing the conference ICON IMAD at the ASEAN level is one of the events or efforts made to introduce the **MRSP** to prospective international students. **MRSP** also presents its video profile at scientific forums held at UIN SGD Bandung frequented by foreign academics, such as forums for visiting professors and/or international conferences.

Internationality of faculty

MRSP has invited a number of international academics, practitioners, and researchers to assist internal lecturers in guiding a number of courses and to collaborate with lecturers and students on

research projects. The programme has one lecturer with international job experience and three individuals who have completed their studies overseas.

Through the combined research between foreign lecturers and students, students are encouraged to develop academic experience and worldwide networks from lecturers (full time) who are alumni of abroad and practicing teachers (full and part time). In accordance with the agreement, professors also provide consultation time via email and in-person meetings.

Foreign language contents

The **MRSP** provides eight courses which are generally delivered in English, two courses which are delivered in Indonesian, eight courses which are delivered in both English and Indonesian, and one course which is presented in English and Arabic. Two of the nine courses delivered fully in English are World Religions and Missiology of Religion. In addition to being taught in English, these courses utilise English-language references and instructional resources.

The particular courses that use foreign languages are taught by instructors with experience, advanced degrees, and/or international networks. The courses taught in a variety of foreign languages are regular courses, and not courses designed to boost students' proficiency in particular foreign languages. Although not all courses are taught in a foreign language, the majority of lecturers in all courses use instructional materials and/or references from sources written in a foreign language, particularly Arabic and English.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body is satisfactory. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures are taken to ensure an international composition of the student body shows a clear and sustainable effect.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) is sufficient and promotes the acquisition of international competencies and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5   Multidisciplinary competences and skills (Asterisk Criterion)

The **MRSP** is designed to educate students such that they can become Religious Counsellors, Researchers, and Peace Workers in the domains of tolerance and peace. Public-speaking and problem-solving skills are essential skills for this and are gained by the students through achievement of the LOs. The ability of public speaking is developed and practiced by students through presentations or lectures and extra activities such as participating in webinars and seminars.

In addition, the lecturers give feedback to students who deliver presentations during lectures. The students' public-speaking skills are also honed through additional practicum (coaching) facilitated by a 3MT public-speaking expert in Australia. The MRSP also holds additional activities that complement the attainment of LOs in order to improve students' multidisciplinary knowledge and skills, such as conducting visits and workshops as well as encouraging students to volunteer at the Peacebuilding Institute.

To develop students' social awareness, the MRSP engages them in numerous community service activities created by programme instructors. Meanwhile, intercultural communication skills are taught through encouraging students to participate as presenters in international conferences, seminars, and symposia. In addition to strengthening their hard skills, students are expected to improve their soft skills, beginning with teamwork, leadership, discipline, problem solving, attitude, and tolerance, through this partnership.

Problem-based learning and assignments during lectures also equip students with problem-solving skills through a sequence of steps: identifying difficulties, defining the aspects of the problems, examining alternative solutions, acting to resolve the problems, and looking for lessons to learn. In the Interfaith Dialogue and Conflict Resolutions course, for instance, students are tasked with investigating real issues pertaining to the emergence of religious disputes in eastern Indonesia.

Leadership skill training is done through a series of predetermined steps: building teams to identify problems, learning to make decision based on the information and knowledge the students have, and involving in role plays to build trust in team. Next, students need to identify the real situation based on the context before executing the decisions the group has made.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.
The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The **MRSP** ensures that its alumni are employable by establishing a curriculum based on the requirements of the tolerance and peace-related professional sector. Students are not only educated with ideas from specialists, but also instructed to put what they learn in the study programme into practice under the supervision of qualified lecturers and practitioners in their respective disciplines.

In addition, **MRSP** collaborates with other departments to ensure the appropriate execution of its programmes (language training on a global scale). In all the additional courses and programmes it organises, students can increase their knowledge of Religious Studies; their communication skills, particularly those related to mediation and negotiation; as well as other soft skills that are in high demand in the workplace.

The MRSP has implemented the results of an annual tracer study conducted by the Career Centre to develop the skills of its students. From the tracer study, information was gathered from 82 % of graduate users that indicated that the alumni's skills matched the requirements of the working world, particularly for the profile of religious instructors in the field of tolerance and peace (see self-evaluation report, p. 53).

The Career Centre accomplishes this tracer study by surveying users or users of graduates who are religious educators in the field of tolerance and peace.

Appraisal:
The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

The **MRSP** includes a team of ten lecturers, comprised of eight permanent lecturers (full-time) and two temporary lecturers (part-time). Every professor holds a Ph.D. in a relevant discipline.

Table 7: Data for Permanent Lecturers (Full-Time) in Master of Religious Studies Programme

Number of Lecturer	Academic Position	Qualification
8	Doctor	Cultural Anthropology, Theology, Orientalism, Social Philosophy, Studies of Religions,

Table 8: Data for Temporary Lecturers (Part-Time) in Master of Religious Studies Programme

Number of Lecturer	Academic Position	Qualification
2	Doctor	Islamic Theology, Philosophy

The ten lecturers are tasked with (a) supervising the theses of MRSP students at a ratio of 1:2, which meets the ideal ratio (if maximum capacity is 20 students), and (b) providing academic guidance in which the academic supervisor also serves as one of the thesis supervisors.

Academic qualification of faculty (Asterisk Criterion)

MPRS assigns permanent (full-time) and part-time lecturers to become courses supervisors based on qualifications (a) having a Doctorate degree in the relevant field and (b) possessing scientific qualifications relevant to the study programme (proven by documents such as diplomas, educator certificates, and publication of research results and other evidence of recognition).

The procedures for becoming a lecturer in the **MPRS** are as follows:

1. A full-time lecturer is a Doctor of Religious Studies who is proposed by **MPRS** to the Director of Postgraduate and is appointed as a permanent lecturer by the Rector;

2. Part-time lecturers, including practitioners, submit applications to study programmes. Then based on the need for LOs, it is proposed by **MPRS** to the Director of Postgraduate to be appointed as a non-permanent lecturer by the Director.

In accordance with Minister of Religion Regulation Number 7-year 2021 concerning Assessment and Determination of Credit Scores for Head Lecturer and Professor levels, the HEI provides a budget related to the implementation of the Tridharma (three pillars) of Higher Education (Education, Research, and Community Service) in order to help its lecturers, become professors and/or obtain higher qualifications.

In addition to the budget provided by the HEI, the Ministry of Religion as the Ministry that oversees UIN SGD Bandung also provides a competitive budget for Tridharma every year. There were 64 publications of research results from **MPRS** lecturers that were cited. This is accomplished by the work of its five lecturers for the last three years.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

The **MPRS** assigns lecturers who have met their pedagogical and didactic qualifications. Before being appointed as lecturers, prospective lecturers are tested by practicing teaching in the training activities for Candidates for Civil Servants or (CPNS), so that in terms of competence, lecturers appointed by the Chancellor have met their pedagogical and didactic qualifications.

In addition, most of the lecturers have been certified after being declared to have complied with all the mechanisms regulated by law. The didactic and pedagogic competencies of the lecturers are improved through refreshment or public lectures on teaching methods, techniques, and media held by the HEI every year by presenting didactic and pedagogic experts both from within and outside the country who are competent and have a lot of experience in the field of teaching.

The pedagogical abilities of lecturers are evaluated through an internal quality audit conducted by the Quality Assurance Agency (abbreviated as QAA – or better known as LPM in Indonesia) and is carried out regularly once a year.

In addition, the Postgraduate Board of Directors also gives awards to lecturers who have good qualifications in teaching, in the form of opportunities to be internationally certified through QAA.

Practical business experience of faculty

Lecturers in the **MPRS** have a variety of practical experiences apart from being a Religious Counsellor in the field of tolerance and peace, including being a Living Pancasila Trainer, Open Religious Integrity Trainer of the Sacred Heart (RSCJ), Author of books related to Islam, Tolerance, and Peace, researchers, and practitioners in NGOs.

Internal cooperation (Asterisk Criterion)

MPRS schedules several full-time and part-time lecturer meetings which are scheduled in each semester. The first is the scheduled lecturer meeting with the agenda for monitoring and evaluating lectures, especially regarding the achievement of Course LOs. The second is incidental meetings during lectures for the need to discuss issues within the scope of team teaching lecturers or related to efforts to strengthen the Course LOs of each course, and meetings when guiding and/or testing joint thesis.

The third is a scheduled meeting in team teaching to determine the assessment criteria and discuss the forms of assessment of assignments, projects, and exams. Beside **MPRS** activities, collaboration between lecturers is carried out on research and community service activities to strengthen the LOs.

Student support by the faculty (Asterisk Criterion)

Students are encouraged to complete their studies through a series of mentoring processes with lecturers. First, the Postgraduate Programme assigns an advisory lecturer to guide the proposal that each prospective student brings when registering. Second, the Postgraduate Programme then assigns an additional final project supervisor when the thesis proposal has been tested and approved.

The advisory lecturer communicates intensely with his or her mentored students, either face-to-face, via telephone, or via WhatsApp to solve academic and non-academic problems and ensure students are fully supported during lectures. Academic guidance is carried out based on the agreement of the supervisor and student.

In order to achieve the LOs, the Postgraduate Programme also assigns part-time lecturers to be student supervisors, who are assigned based on compatibility of student studies and the part-time lecturer's competencies. Additional guidance with these part-time lecturers facilitates discussions and develops students' abilities to achieve the expected LOs. Regularly, the MRSP holds face-to-face lectures in conventional classes.

However, with the advent of the COVID-19 pandemic, the learning process was shifted to online learning utilising the e-knows platform, according to the Rector's provisions. In order to support the effectiveness of online learning, the study programme provides support to students in the form of e-knows tutorials and also free internet quota. For the learning materials, **MRSP** coordinates with full- and part-time lecturers through meetings at the beginning of the semester to provide service to students.

This service is in the form of fast responses from lecturers via chat and or email during working hours related to learning, and the convenience for students to meet lecturers by setting service days outside of teaching days based on the agreement between lecturers and students.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other, for example double teaching, for the purpose of tuning the courses towards the overall qualification objectives. The faculty members discuss and reflect on a regular basis. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

Programme Director (Asterisk Criterion)[14]

In managing academic programmes and academic administration, the Chair and Secretary work on the basis of the proportion of duties and authorities that have been regulated in the agreed regulations (fairness and accountability). Responsibilities are as follows:

Head of the Study Programme:

1. Assisting the Deputy Director for Academic Affairs in compiling, supervising, and evaluating the **MRSP** curriculum;

2. Assisting the Deputy Director for Academic Affairs in the preparation and distribution of the course for each semester to lecturers;

3. Assisting the Deputy Director for Academic Affairs in evaluating the performance of lecturers;

4. Developing and managing the distribution of student thesis guidance to supervisors;

5. Reporting all study programme activities to the Postgraduate Programme Director through the Deputy Director for Academic Affairs;

6. Assisting the Deputy Director for General Administration and Finance in the process of managing academic administration and budgets; and

7. Assisting the Deputy Director for Student Affairs, Alumni, and Cooperation in the process of fostering student affairs, alumni, and collaboration.

Secretary of Study Programme:

1. Assisting the Head of **MRSP** in the preparation, supervision, and evaluation of the curriculum;

2. Assisting the Head of the programme in distributing, supervising, and evaluating the lecturers workload, both in education, research, and community service activities;

3. Preparing a list of the courses every semester to be distributed to lecturers and students after discussion in a meeting led by the Head of the programme;

4. Preparing class schedules, mid-semester test and final test schedules to be distributed to lecturers and students after coordinating with the Head of the programme;

5. Collecting and processing student academic progress data in each semester to be forwarded to the stage of preparing student transcripts; and

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[14] The organisational structure of the **MRSP** refers to the Decree of the Ministry of Religion Number 39 Year 2010 concerning the statutes of UIN SGD and the Ministry of Religion of the Republic of Indonesia Number 6 of 2006 concerning the organisation and working procedures of UIN SGD.

6. Preparing and recommending students who are eligible to submit for the thesis defense session or (*Munaqosah*) thesis based on the results of examination of academic progress data.

General Administration Service:

1. Coordinating all learning activities together with the secretary of the programme;

2. Coordinating the implementation of administrative activities together with the Head of Administration and secretary of the programme; and

3. Coordinating the use of learning facilities and other facilities that support the development of the learning process.

So far, all **MRSP** activities have been managed and most of the activities have beencarried out as scheduled (see self-evaluation report, p. 59). Based on the results of the both the internal and external quality assurance audit, the learning activities are running as planned in the curriculum content, and with a fairly high rate of students graduating on time.

Process organisation and administrative support for students and faculty

To provide administrative assistance to students, the HEI assigns administrative staff at the Postgraduate Programme. There is a sub-coordinator and two administrative staff. The duties and functions of the administrative staff are to assist in the implementation of academic and non-academic activities in postgraduate studies, including study programmes. The administrative staff are assigned to provide services to lecturers, such as informing lecture schedules, exam schedules, and IT technicalities.

Lecturers and students who need administrative assistance are informed where to go for consultation. This is because information related to administrative staff services has been disseminated to students during new student orientation. Students can reach out and/or contact the administrative staff online either via WhatsApp or email to the postgraduate programme.

HEI and Postgraduate Programme continue to increase the capacity of administrative staff to ensure better service to lecturers and students, including through IT capacity-building activities and excellent service, with training from competent institutions. This includes efforts to increase financial management capacity and competence, and exchange between administrative staff (tour of duty).

This step was taken to provide various opportunities and experiences for administrative personnel in the University environment. The process of increasing career paths is centred at the HEI, it can be in the form of in-house training, or assigned based on invitations from other institutions. For example, leadership training, or competency development of education staff.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3   Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

The Cooperation Guidelines that have been set by the Rector include cooperation between universities and 42 other institutions both from within and outside the country. The guidelines regulate the form of cooperation and its scope, including how to achieve the Key Performance Indicators (abbreviated as KPI – or known as IKU in Indonesia) and the Rector's Performance Agreement. This means that the collaboration made must be based on implementation of the KPI and the Rector's Performance Agreement that have been signed.

The **MRSP** itself has so far succeeded in conducting and implementing collaborations with 19 agencies, including ten collaborations with domestic institutions and nine collaborations with foreign institutions. The implementation of the KPI and the Rector's Performance Agreement and the achievement of its LOs are strong reasons for the programme to cooperate with various parties. Not all requests for cooperation agreements are followed up on as not all support the achievement on the LO, which is to become a Religious Counsellor in the field of tolerance and peace.

Cooperation agreements with universities and other academic institutions in the country are presented in the following table:

Table 9: Master of Religious Studies Programme Cooperation Agreements with Local Universities

No.	Institution	Activity	Cooperation Period		Achieved Benefits
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1	IAIN Sultan Maulana Hasanudin Banten	Mutual agreement	2020	Now	

No.	Institution	Activity	Cooperation Period		Description
					Strengthening of reputable indexed journal writings and proceedings
2	IAIN Kendari	Mutual agreement	2020	Now	Strengthening of reputable indexed journal writings and proceedings
3	STAI Cendikia Garut	Curriculum Workshop	2019		Curriculum Review
4	Institut Teknologi Bandung	Assisting the Development of Information Technology-based Al-Hadith Studies	2019		Building an Al-Hadith Data Center and Designing Al-Hadith Software based on Ulumul Hadith
5	UPI	Mutual agreement	2020	Now	Strengthening of reputable indexed journal writings and proceedings
6	IAIN Ambon	Scientific Research and Publications	2020	Now	Lecturer/student exchanges, academic materials, scientific publications and journals
7	Ibnu Sina Research Institute	Journal Training	2020	Now	Journal Writing and Management Training for Lecturers and Students
8	Faculty of Philosophy, Parahyangan Chatolic Univeristy	35th Halaqah Of Peace – International Webinar "Women in the Whirlpool of a Pandemic"	2020		Disseminating Knowledge and Lecturer Recognition
9	Pesantren Persis Tarogong Garut	General Study of Tolerance and Peace	2020		Disseminating Knowledge and Lecturer Recognition

Table 10: Master of Religious Studies Programme Cooperation Agreements with Overseas Universities

No.	Institution	Activity	Cooperation Period	

			Start	End	Achieved Benefits
(1)	(2)	(3)	(4)	(5)	(6)
1	Universiti Teknologi Mara, Malaysia	Scientific Research and Publication	2020	Now	Lecturer/student exchanges, academic materials, scientific publications and journals
2	Prince of Songkla University (PSU), Thailand	International Conference on Islam In Malay World (ICON IMAD) IX	2011	Now	Knowledge Development
3	Universiti Malaya, Malaysia	Research Publication Cooperation	2011	Now	Reference research patterns for students and lecturers

From the collaborations shown in the table above, there are many activities beneficial for the academic community in **MPRS** environment. From these activities, students and lecturers gain a lot of insight into the programme's scientific field from various cultural perspectives. Students and lecturers are also practically involved in various collaborative activities, such as research and community service, as well as have the opportunity to participate in the student and/orlecturers exchange activities. Thus, the learning experience of students and/or lecturers is widened.

The **MPRS** cooperates with the institutions listed in the table above because they are in accordance with the LOs of the programme. Cooperation is routinely conducted and has a duration of one year. So far, the collaborations have been targeted in terms of the theme being promoted and substance, which encourages the achievement of LOs.

The results of the survey of students who took part in the activities also showed a positive response to the implementation of the collaboration-based activities.

Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

The HEI has Cooperation Guidelines (MoU), which are implemented through a MoA by each unit, including the **MRSP**. The MoU signed by the Rector covers the Tridharma of higher education, namely Education, Research and Community Service. Furthermore, each unit lowers the MoU on the MoA according to its needs, especially in terms of strengthening the LOs of each study programme.

MRSP has implemented the MoA in supporting the competence and skills of its students by collaborating with various institutions both domestically and internationally. Cooperation agreements with business companies and other relevant institutions are presented in the following table:

Table 11: Cooperation Agreements with Domestic Non-University Institutions for the Master of Religious Studies Program

No.	Institution	Activity	Cooperation Period		Achieved Benefits
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1.	PT Galamedia Bandung Perkasa	Publishing of Advertorials at HU Galamedia	2018	Now	Student Graduation Announcement
2	Purwakarta Regency Government	Scholarship Fund	2018	2019	Scholarship
3	BNPT counter-terrorism agency	Deradicalisation Activities	2019		Deradicalisation Development
4	PT/ Bank Syariah Mandiri	Cooperation Charter	2020	Now	Student Scholarship
5	Ministry of Development of Disadvantaged Regions of the Republic of Indonesia	Mutual Agreement	2019	–	Development of disadvantaged areas in Tasikmalaya
6	Global Peace Festival Indonesia Foundation	Peace Ambassador	2020		Student Delegates
7	Living Values Education	Training	2020		Training
8	Ministry of Environment and Forestry	MoU on the Participation of Students and Educators in the Tree Planting Movement	2021		Tree planting activities
9	RSCJ	Peace Building Program	2020		Peace Building Program
10	Islamic Renaissance Front (IRF)	"International Webinar" Talking About The Works Of Nurcholish	2021		Getting to know Islamic discourse abroad

		Madjid (1939-2005)			

Similar to the cooperation agreements, various collaborations in this point have also had benefits for both students and lecturers. In implementing the MoA with various non-institutional higher education sites, students and lecturers get a lot of practical insight about various professions in **MRSP'** scientific field. In addition, students and lecturers are also involved in various soft skills improvement practices, for example in the fields of writing and entrepreneurship.

Table 12: Cooperation Agreements with Overseas Non-University Institutions for Master of Religious Studies Programme

No.	Institution	Activity	Cooperation Period		Achieved Benefits
			Start	End	
(1)	(2)	(3)	(4)	(5)	(6)
1.	Istanbul Foundation for Studies & Research Turkey	Public lecture on religion and spirituality	2019		International Webinar: Risale-I Nur & Peace In The Light Of Bediuzzaman Said Nursi
2	Grotouders Voor Het Klimaat Belgia	Public lecture on religion and the environment	2019		International Webinar: "Earth Today: Between Religion, Ecology, and Ecocide"
3	Museum Pahang, Malaysia	Reference research patterns for students and lecturers	2020		Research publication collaboration

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. The panel members positively highlight the good cooperations with HEIs in Asia.

The scope and nature of cooperation with business enterprises and other institutions, for example with Non-governmental organisations (NGO)s, relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively

pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 **Cooperation and partnerships**					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

The **MRSP** and other postgraduate programmes are located on campus two of UIN SGD Bandung. To support the lecture/academic activities, the following facilities are owned by the study programme:

Table 13: Data on Lecture Facilities of the Master of Religious Studies Programme

No.	Type of Infrastructure	Number of Units	Total Area (m²)	Utilisation (Hour/Week)	Condition
(1)	(2)	(3)	(4)	(5)	(6)
1	*Student Lounge*	2	15	48 hours	Good
2	Lecture Room	6	54	48 hours	Good
3	Library	1	54	48 hours	Good
4	Examination Room	1	54	48 hours	Good
5	Meeting Room	1	45	48 hours	Good
6	Director's room, Assistant director's room, Study Programme room.	6	250	48 hours	Good
7	Journal newsroom	1	16	48 hours	Good
8	Postgraduate Student Forum Secretariat Room	1	16	48 hours	Good

The Campus two area of UIN SGD Bandung comes with a high-speed internet Wi-Fi connection (1000 Mbps). This facility can be accessed by students/lectures freely. The process of Information Technology (IT) Determination, Implementation, Evaluation, Control and Improvement is carried out by the IT Centre and Database which has been appointed by the Rector and is responsible for the running and maintaining of the IT network across the campus.

In addition, the **MRSP** also provides various facilities such as lifts and readers which are specifically intended to support students with disabilities. There is a multimedia laboratory, and other rooms which support student research activities. The postgraduate board of directors has assigned the Information System Unit (abbreviated as ISU – or known as USI in Indonesia) to handle IT facilities at the postgraduate level.

This unit consults with the Centre for IT and Data Generation at the HEI level if there is an issue, which minimises the problems faced by students during their study. Staff are on duty during working hours to respond to these issues.

Access to literature (Asterisk Criterion)

The UIN SGD Bandung library has received accreditation from the National Library in 2021 of an A level standard. The library has become a digital library, where every student can access the library catalogue with their respective accounts to the library website[15]. In addition, the library of UIN SGD Bandung gives access to students to download and upload various research works in the form of undergraduate theses, theses, dissertations, or research and books by lecturers.

In the 2021 report, the library had around 55,705 books in its collection, of which 23.5 % or 10,771 are references used for learning in the **MRSP**. The availability of books, visit data, and other information can be accessed online[16]. The library ensures the availability of teaching materials/literature listed in the lesson plan for each subject on a regular basis.

If new teaching materials/literature are used, lecturers can provide and/or submit to the **MRSP** for procurement. Furthermore, the study programme will coordinate with the directors and the library team to procure or purchase literature. Generally, libraries provide three hard copies of each teaching material/literature. Meanwhile, if the literature used is in the form of an e-book, it can easily be accessed online.

The library also subscribes to several journals, both national and international (https://lib.uinsgd.ac.id/research/; https://opac.uinsgd.ac.id/; https://digilib.uinsgd.ac.id/; https://search.ebscohost.com), which can be accessed by the entire academic community online. To ensure up-to-date references are available in the library, the library develops an automation system for the OPAC (online public access catalog) search engine.

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[15] https://digilib.uinsgd.ac.id/ (last access:?)
[16] https://lib.uinsgd.ac.id/research/ (last access:?)

The HEI provides opportunities for librarians to improve their qualifications in order to give the best services to students. Library activities are benchmarked to the activities of other campus libraries. In addition, the head of the library holds a scheduled service evaluation meetings for librarians.

Each year, the Library Service Unit (abbreviated as LSU – or known as UPT in Indonesia) sends a letter of application for fresh references required by each HEI-based study programme.

Lecturers are required to submit a list of new reference books and periodicals for subscription, after which the library will update the study programme references.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit DI's buildings. Instead, DI and the faculty provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. Furthermore, the panel members positively highlight the possibility of remote access for students. The panel members also note that literature from local Indonesian authors and philosophers should be more integrated.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

Career counselling and placement service

UIN SGD Bandung has a Career Centre Unit. This unit has the duties and functions to organise various trainings on needed skills before students graduate, such as training on CV making,

portfolios making, and job interviews. In collaboration with language service providers, the campus provides language skills training, such as IELTS preparation from international institution like English Testing Services or ETS and public-speaking course services at the Language Development Centre.

In addition, the Career Centre is also responsible for collaborating with various institutions and/or graduate users to organise job fairs for para-alumni every year.

Alumni Activities

The alumni association of the **MRSP** for the current period was confirmed by a decree[17]. With this decree, the management of the alumni association for this period was changed to 2018-2022. The alumni organisation already has several programmes that synergise with academic development efforts and are oriented towards advancing the study programme.

In general, there are two programmes implemented, namely academic and non-academic. alumni activities take the form of discussions, strengthening national and international networks, curriculum studies, and providing input on lecture satisfaction. Alumni association activities are carried out regularly every year. An example activity that has been carried out is training to become Religious Counselors in the field of tolerance and peace with students in collaboration with study programmes through community service activities.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

Apart from being an Islamic Religious College under the Ministry of Religion, UIN SGD Bandung has been designated as a Public Service Agency (abbreviated as PSA – or known as BLU in Indonesia)[18]. Therefore, UIN SGD Bandung is responsible to the Minister of Religion and is institutionally supervised by the PSA Council supervisor.

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[17] Decree of IKA UIN SGD Bandung No: 012/B/SKIKA-Prodi/II/2018.
[18] Decree of the Minister of Finance Number 251 of 2008

As a part of UIN SGD Bandung, the **MRSP** contributes to the financial health of PSA UIN SGD Bandung. The **MRSP** is invited, in coordination with the Postgraduate School, to submit an activity programme plan containing an annual budget to the HEI. The programme is analysed based on KPI and the Performance Agreement, which are postgraduate domains.

The submission of the indicative ceiling was carried out in September of the previous year, and then the definitive ceiling was set in April. This cycle takes place every year. All study programme activities must support the achievement of the Rector's KPI and Performance Agreement. For activities that do not, a note will be given by the HEI to revise the activity in the budget revision session.

Tuition fees in study programmes have been determined based on the Rector's Decree regarding the single tuition fee per semester. Therefore, students are required to pay a tuition fee per semester. Institutionally, MRSP encourages students to complete their studies on time to avoid ongoing tuition fee bills. The reduction of tuition fees is a derivative policy of the Minister of Religion Decree and Chancellor's Circular.

In addition, various scholarships are also provided from partners who have made MoUs with UIN SGD Bandung, which aim to support students in the success of their studies. The MRSP will continue to carry out academic activities regardless of the number of students. So, in this context, the financial system at UIN SGD Bandung is centralised. The HEI will be responsible if the study programme cannot meet its unit cost (cross-financing) because the HEI also receives a budget from the state.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies. Nevertheless, the panel would like to note that more money for the further development of the programme would be very valuable. Therefore, the HEI should allocate more money to the programme. This could be financed, for example, by renting out HEI premises or offering services.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5.   Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

Quality assurance in the HEI environment is the responsibility of the Quality Assurance Agency (abbreviated as QAA – or known as LPM in Indonesia) which is determined by a decree of the Chancellor. In the Postgraduate/Faculty environment, it is the responsibility of the Quality Assurance Committee (abbreviated as QAC), and at the **MRSP** level, it is the responsibility of the Quality Assurance Group (QAG), as determined by a decree of the Dean/Director.

Quality assurance uses the Determination, Implementation, Evaluation, Control, and Improvement (DIECI) cycle, where the annual audit is carried out is known as the Internal Quality Audit (IQA). The items audited by the auditors of each study programme are in accordance with the form formatted by NAB-HE, with modifications made by the auditor and determined by the QAA.

These items include the eight National Education Standards (Graduate Competency Standards; Content Standards; Process Standards; Educational Assessment Standards; Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; and Financing Standards). The DIECI cycle is as follows;

1.   Standard setting is carried out by the Auditor and determined by the QAA;

2.   Implementation of standards by the study programmes;

3.   Standard evaluation by the study programme and auditors through IQA;

4.   Standard control by the study programme and QAA;

5.   Standards are improved by auditors and QAA.

The actions of QAG in the **MRSP** in implementing DIECI are carried out through the monitoring and evaluation of the quality of testing, the curriculum, the teaching and learning process and guidance using evaluation columns which are carried out per semester. The outcome of the DIECI process is the reporting of the Follow-Up Plan (abbreviated as FUP – or known as RTL in Indonesia) from QAC to the study programmes.

This activity takes place once a year. In addition to the internal and external audit process, **MRSP** also regularly requests evaluations from students (related to the learning process), lecturers (related to course content), collaboration partners (related to academic and non-academic programmes), faculties and universities (related to study programme development), and alumni and graduate users (related to additional competencies).

The evaluation is generally in the form of a survey or questionnaire and is delivered directly at its meeting. The evaluation data and input obtained are studied and analysed by the **MRSP** and QAG, and then submitted to the Postgraduate Board of Directors to determine the FUP or improvements that need to be implemented. From here, staff are assigned to document the results of the quality

evaluation at the programme level in the form of an internal quality audit instrument that has been prepared by QAA.

Evaluation by students

For the student evaluation of the lecture process in each course, QAG tests the validity and reliability of the questions presented in the survey before they are submitted to students. The survey covers the lecture process starting from the material, teaching methods of lecturers, to the evaluation of lectures. The survey is distributed to the students in each batch every semester.

MRSP has determined the study load for each subject of the programme. The results of the survey submitted to students contained opinions on the suitability of the study load and the achievement of Course LOs. These results are as follows:

1.   85 % of courses support LOs;

2.   95 % of courses attain the Course LOs;

3.   90 % of Course LOs supports the programme's LOs.

The results of the survey show, the extent of the suitability of the study load of each subject to the achievement of Course LOs, and ultimately the graduate profile of becoming a Religious Counsellor in the field of tolerance and peace. The results of this regular survey are documented and analysed by QAG, and then submitted to the **MRSP**. Conformity with the determined LOs is an important point in the survey process, so recommendations are followed up on by the QAG.

As a form of accountability to students, MRSP invites student representatives to discuss the evaluation carried out by QAG, and explain the follow-up actions that have and have not been carried out along with their reasoning, so that all students can be aware of the follow-up to the evaluation survey at study programme level.

Evaluation by faculty

In the context of internal quality assurance in the study programme, evaluation of lectures and management is carried out every semester by the study programme. Lecturers, both full- and part-time, are invited to an **MRSP** meeting as each semester ends. At the meeting, which is accompanied by QAG, opportunities are provided for lecturers to evaluate the curriculum and/or implementation of its learning, both orally and in writing.

The **MRSP** documents the criticisms and suggestions submitted by the lecturers, then analyses them together with QAG. In the evaluation of the next semester, the results of the follow-up actions that have and have not been carried out by the programme, postgraduate directors, and the Universitiy in the previous semester, are conveyed to the lecturers, along with their arguments.

In addition to the semester evaluation, the HEI and the Postgraduate Board of Directors also evaluate the study programme every year at work meetings. Each study programme presents its evaluation in front of the directors and postgraduate lecturers and gets input and suggestions for

improvement in the following year. This evaluation is more focused on the achievement of the KPI and Performance Agreement of each study programme.

External evaluation by alumni, employers and third parties

In order to maintain the quality of quality assurance, the **MRSP** conducts external evaluations every year (see table below):

Table 14: Evaluation Content for External Parties

Evaluator / Evacuation Point	Alumni	Graduates Users	The Third Party	Evaluation Results
1. New student recruitment process 2. Curriculum according to the needs of the world of work 3. The main Learning Outcomes (LOs) of alumni are in accordance with the needs of the world of work and industry 4. Alumni additional skills 5. Good university governance 6. Criticism and suggestions	Batch 2017	Government institutions (Ministry of Social Affairs, Ministry of Religion, Ministry of National Education, and *Lemhanas*)	BAN-PT, once every 5 years, by filling out the study programme accreditation form.	Assessment of 7 standards or 9 criteria according to SNPT, resulting in an accreditation rating
	Batch 2018	Research institutes and study centres, and NGOs	Public Accounting Firm, once a year, with audits of financial and performance data.	The results of the performance of civil servants and the use of PSA finances. If something does not match, the Public Accounting Firm will provide recommendations to the Rector to be forwarded to the unit (including the postgraduate program).
	Batch 2019	Campus	Ministry of Religion RI, once a year. KPI achievement calculation and	Key Performance Index (KPI) and Performance Agreement Achievements from the University –

			Performance Agreement	which have been exceeded, fulfilled, or not fulfilled. These results have implications for the following year's budget. The KPI that exceeded the target was the strengthening of religious moderation content, the KPI that met the target was innovative online learning methods, and the KPI that was not achieved was the number of students from abroad. All study programmes at UIN Sunan Gunung Djati Bandung participated in supporting the achievement of KPI and rector's Performance Agreement.

Regarding the evaluation carried out by external parties, the Career Centre Unit of UIN SGD Bandung analyses and conveys the results of the evaluation to the relevant parties. The results of the evaluation are first be submitted to the study programmes and the Postgraduate Programme for follow-up steps to be taken. If the steps have been agreed upon, the Career Centre together with **MRPS** will convey them to the external parties.

Programme description (Asterisk Criterion)

General information about the vision and mission, organisational structure, lecturer qualifications, curriculum content, new student admissions, lecture information, examinations, additional programmes, academic achievements regarding the **MRSP** can be accessed via the postgraduate web and mobile app, as well as via brochures provided offline.

Most of the information (as listed above) that is considered needed by prospective applicants, students, alumni, graduate users, and other stakeholders, has been published as a form of study programme's transparency to the public.

Information on activities during the academic year

Academic activities in the **MRSP** can be accessed by the public through the website and mobile apps. Information updates about academic activities are posted regularly by the ISU admin team. In addition, information regarding all study programme activities, including regular lectures (schedule changes / room changes / assignment information, etc.), is always conveyed through the head of the class WhatsApp group, so that information about academic activities is known by all students.

The public can access information on seminars, public lectures, conferences, lecturer and student achievements, announcements of competitions, student exchanges, research collaborations through thewebsite and mobile apps. In regards to the reporting of academic activities in the **MRSP**, they are not only published online, but the study programme reports the achievements of Performance Agreement and KPI to the Chancellor of UIN SGD Bandung, which then compiles the information with other units to create an annual report on the achievements of the KPI and Rector's Performance Agreement.

The compilation is reported by the Chancellor of UIN SGD as a result of his work programme to the Ministry of Religion and the Ministry of Finance of the Republic of Indonesia every year.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students, quality control by the faculty and external evaluationare carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Islam Negeri Sunan Gunung Djati Bandung (UIN SGD Bandung)

Master programme: Master of Religious Studies

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty					X
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	**Facilities and equipment**					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	**Additional services**					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	**Instruments of quality assurance**					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	**Programme documentation**					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		