



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

EXPERTS' REPORT

**SOCIOLOGY EDUCATION (BACHELOR
OF EDUCATION)**

**HISTORY EDUCATION (BACHELOR OF
EDUCATION)**

GEOGRAPHY (BACHELOR OF SCIENCE)

GEOGRAPHY EDUCATION (DOCTOR)

Universitas Negeri Malang (Indonesia)

February 2022



HEI	Universitas Negeri Malang (Indonesia)
Programme	Sociology Education
Degree	Bachelor of Education
Extent	146 SKS
Length of studies	8 Semesters
Language	Indonesian
Programme	History Education
Degree	Bachelor of Education
Extent	146 SKS
Length of studies	8 Semesters
Language	Indonesian
Programme	Geography
Degree	Bachelor of Science
Extent	146 SKS
Length of studies	8 Semesters
Language	Indonesian
Programme	Geography Education
Degree	Doctor
Extent	42 SKS
Length of studies	6 Semesters
Language	Indonesian
Concept accreditation	<input type="checkbox"/>
First-time international accreditation	<input checked="" type="checkbox"/>
No. reaccreditation	
Responsible agency	AQAS e.V.
Responsible consultant(s)	Dr. Melanie Brück & Patrick Heinzer

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DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMMES

- “SOCIOLOGY EDUCATION (BACHELOR OF EDUCATION)
- “HISTORY EDUCATION (BACHELOR OF EDUCATION)
- “GEOGRAPHY” (BACHELOR OF SCIENCE)
- “GEOGRAPHY EDUCATION” (DOCTOR)

OFFERED BY UNIVERSITAS NEGERI MALANG, INDONESIA

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 12th meeting on 12th February 2022, the AQAS Standing Commission decides:

- I. **Decision for the study programme “History Education” (Bachelor of Education)**
 1. The study programme “**History Education**” (**Bachelor of Education**) and offered by **Universitas Negeri Malang, Indonesia** is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The study programme complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

The accreditation is given for the period of **six years** and is valid until **30th September 2028**.

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

1. The teaching and assessment methods in the course handbook should be revised to fully depict the reality of the courses and to increase reliability amongst all stakeholders.
2. Opportunities to increase English competencies of students should be strengthened within the curriculum of the Bachelor’s programme “History Education”.
3. A more structured approach of benchmarking the programmes with the labour market needs (considering not only the public but also the private sector) and with comparable study programmes of other HEIs is recommended.
4. Regulations and recognition of credit points earned through the Kampus Merdeka programme should be transparently stated.
5. The number of full professorships should be strengthened to comply with the development expectations of the programmes.

6. A system that fosters academic development of staff should be implemented. The following points are of importance when developing the system:
 - a. A constant didactical enhancement of staff.
 - b. The development of English competencies should be focused to strengthen both academic output and language skills of students.
7. The Bachelor's programme "History Education" should expand its local, regional, and national networks in terms of research to continue producing relevant research output in the light of the societal needs of Indonesia.
8. Discipline-specific library resources should be extended in order to increase the quality of knowledge infrastructure at UM.
9. It should be assured that the relevant information on the programmes' homepage is available in English.
10. A regular mechanism to update the information on the homepages should be implemented.

II. Decision for the study programmes "Sociology Education" (Bachelor of Education), "Geography" (Bachelor of Science) and the doctoral programme "Geography Education" (Doctor)

1. The study programmes "Sociology Education" (Bachelor of Education), "Geography" (Bachelor of Science) and "Geography Education" (Doctor) offered by Universitas Negeri Malang, Indonesia are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master) and the AQAS Criteria for Doctoral Programme Accreditation (Doctor), respectively.

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **28th February 2023**. The confirmation of the conditions might include a physical site visit.
3. The accreditation is given for the period of **six years** and is valid until **30th September 2028**.

Conditions:

1. The intended learning outcomes on the Bachelor's programme "Sociology education" must be amplified to outline transparently the specific MBKS paths (Education; Culture and media; and Environment) for the programme.
2. The intended learning outcomes on the Bachelor's programme "Geography education" must be amplified to outline transparently the specific MBKS paths (Disaster management; Tourism; and Spatial planning) for the programme.
3. It has to be demonstrated that required resources and facilities for the Bachelor's programme "Geography Education" and the doctoral programme "Geography" are fully in line with the intended learning outcomes on the programme level.

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

1. The teaching and assessment methods in the course handbook should be revised for all Bachelor's programmes to fully depict the reality of the courses and to increase reliability amongst all stakeholders.
2. Opportunities to increase English competencies of students should be strengthened within the curriculum of the Bachelor's programme "Geography Education", and the Doctoral programme "Geography".
3. Further opportunities for Doctoral students in the "Geography" programme to transfer knowledge to situations outside of the university context should be given.
4. A more structured approach of benchmarking the programmes with the labour market needs (considering not only the public but also the private sector) and with comparable study programmes of other HEIs is recommended.
5. A collection of grades should be focused on the Doctoral programme "Geography" enabling the programme management to detect problematic areas at an early stage.
6. Regulations and recognition of credit points earned through the Kampus Merdeka programme should be transparently stated.
7. The number of full professorships for all programmes should be strengthened to comply with the development expectations of the programmes.
8. A system that fosters academic development of staff should be implemented. The following points are of importance when developing the system:
 - a. A constant didactical enhancement of staff.
 - b. The development of English competencies should be focused to strengthen both academic output and language skills of students.
9. The Bachelor's programme "Sociology Education" should expand its local, regional, and national networks in terms of research to continue producing relevant research output in the light of the societal needs of Indonesia.
10. The Bachelor's programme "Geography Education" and the Doctoral programme "Geography" should strive to publish articles also in high-ranked journals.
11. Discipline-specific library resources should be extended in order to increase the quality of knowledge infrastructure at UM.
12. It should be assured that the relevant information on the programmes' homepage is available in English.
13. A regular mechanism to update the information on the homepages should be implemented.

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

EXPERTS' REPORT

ON THE BACHELOR'S PROGRAMMES

“SOCIOLOGY EDUCATION” (BACHELOR)

“HISTORY EDUCATION” (BACHELOR)

“GEOGRAPHY” (BACHELOR)

AND THE DOCTORAL DEGREE PROGRAMME

“GEOGRAPHY EDUCATION” (DOCTOR)

OFFERED BY UNIVERSITAS NEGERI MALANG (INDONESIA)

Visit to the university: 6 – 9 December 2021

Panel of Experts:

Prof. Dr. Arndt Graf

Goethe University Frankfurt (Germany), Faculty of Linguistics, Cultural Studies and Art, East Asia Studies (IZO)/ Department for Southeast Asian Studies

Prof. Dr. Hermin Indah Wahyuni

Universitas Gadjah Mada (Indonesia), Faculty of Political and Social Sciences, Centre for Southeast Asia Social Studies (CESASS)

Prof. Dr. Burkard Richter

University of Education Schwäbisch Gmünd (Germany), Institute for Social Sciences, Department of Geography

Sonja Mohr, M.A.

Cultural Anthropologist, Head of Insular Southeast Asian Collections & Coordinator Provenance Research and Sustainability at Rautenstrauch-Joest Museum (Cologne, Germany), Member of the German-Indonesian Association Cologne) (Labour market representative)

Jasmin Gebhard

Student at University of Würzburg (Student expert)

Coordinators:

Dr Melanie Brück & Patrick Heinzer

AQAS, Cologne, Germany

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution

II. Accreditation procedure

This report results from the external review of the Bachelor's programmes in "Sociology Education", "History Education", "Geography" and the Doctoral programme in "Geography Education" (Doctor) offered by Universitas Negeri Malang (Indonesia).

a. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

b. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in January 2021.

The Universitas Negeri Malang produced a Self-Evaluation Report (SER). In April 2021, the institution handed in a draft of the SER together with the relevant documentation of the programmes and an appendix and statistical data on the programmes.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs).
- CVs of the teaching staff/supervisors
- Information on student services
- Core information on the main library
- academic regulations

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was handed in September 2021.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 30 August 2021.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Standing Commission nominated in November 2021 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the Universitas Negeri Malang did not raise any concerns against the composition of the panel.

The preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After a review of the Self Evaluation Report, a site visit to the University took place from 6 – 9 December 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the University's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to the Universitas Negeri Malang for comments.

The decision

The report, together with the comments of the departments, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, on 26 February 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General Information on the University

The Universitas Negeri Malang (UM), founded in 1954, consists of three campuses, two located in Malang and the third in Blitar. This public higher education institution comprises eight faculties (Education, Letters, Maths & Sciences, Engineering, Economics, Social Science, Sport Science, Psychology) and several centres (e.g. Centre of Learning and Education Development, Centre of Research and Community Engagement) that

contribute to the university's three primary activities as stated in the SER: education, research and community service (the so-called *tri dharma* of education). As of June 2021, the university reports an enrolment of 38.979 student in total and the employment of over 1,000 teaching staff members.

The four programmes to be accredited are located at the Faculty of Social Sciences, which has undergone two major restructuring processes in 1999 and 2009. According to the mission statement the faculty strives to establish (1) a profile of learner-centred education, (2) high-level research activities in the areas of education, science and technology in social sciences, (3) services to empower communities in relevant aspects of social sciences, and (4) sustainable quality improvement. Currently the faculty reports an enrolment of 3.681 students in seven Bachelor programmes (3.423 students), three Master programmes (222 students) and one Doctoral programme (36 students).

IV. Assessment of the study programme(s)

1. Quality of the Curriculum / Aims and structure of the doctoral programme

Bachelor Degree	Doctoral Degree
<p><i>The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes. The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.</i></p> <p><i>The curriculum's design is readily available and transparently formulated.</i></p> <p><i>[ESG 1.2]</i></p>	<p><i>The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports the achievement of the intended learning outcomes. The academic level of graduates corresponds to with the requirements of the appropriate level of the national qualifications framework or the European Qualifications Framework.</i></p> <p><i>The curriculum's design is readily available and transparently formulated.</i></p>

Description

General remarks

According to the SER, curriculum development at the Faculty of Social Sciences involves three main steps. First, graduate profiles are formulated following the National Standards of Higher Education and the governments' Higher Education Curriculum. This is complemented by input from academic and professional association. For the Sociology Education bachelor programme, these are the Association of Indonesian Sociology Study Programmes, the Indonesian Association of Teaching and Research Professions in Sociology and the Association of Sociology, Education and Anthropology Study Programmes. For the History Education programme, feedback is collected from the Indonesian Association of History Education Study Programmes, while the Geography programme and the Geography Education programme seek input from the Indonesian Geographers' Association and the Indonesian Association of Geography Education Study Programmes. In a second step, intended learning outcomes are formulated in consideration of the Indonesian National Qualifications Framework (KKNi). The intended learning outcomes for the Bachelor programmes reach the KKNi level six, while those of the Doctoral programme are located at KKNi level nine. The final step involves the formation of learning materials, course descriptions and the general curricular structure. As stated by the university, this process requires a timeframe of four to five years. After a previous development cycle had been initiated in



2018, the faculty began a new process in 2020, following the Ministry of Education and Culture's "Independent Curriculum Policy" (*Kurikulum Merdeka*), which allows students to take courses from other study programmes, faculties, or universities.

The workload for each programme is calculated in *Sistem Kredit Semester* (SKS), one of which corresponds to 170 minutes and equals 1.59 credit points following the European Credit Transfer System. The Bachelor's programmes require an accumulation of 146 SKS (i.e. 231.81 credits) and the doctoral programme 42 SKS (i.e. 66.9 credits).

The Bachelor programmes are designed according to the *tridharma* structure mentioned above. This means that courses are organised into three main blocks. The first block consists of courses on character development (12 SKS), which are based on the UM's 2020 curriculum and offered by the university's Educational and Instructional Development Institute. The second block contains basic courses on education (16 SKS), which include an internship and community service, and subject-specific courses. Finally, the third block offers students elective courses (36 SKS). Furthermore, the university guidelines state that a total of 36 SKS are realised in the form of transdisciplinary courses that may be associated with other study programmes both in and outside of the university. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated by a final thesis.

1.1 Sociology Education (Bachelor of Education)

Description

According to the SER, the Bachelor programme Sociology Education aims to enable its graduates to become professional and innovative teachers of sociology in senior and vocational high schools. The report states six intended learning outcomes for this programme: (1) the mastery of didactic and pedagogic concepts with regards to learner-centred sociology instructional activities, (2) the application of innovative instructions by means of information technology, (3) the awareness of social, professional and ethical responsibilities, (4) the application of sociocultural theories and entrepreneurship principles, (5) the identification of educational, social and cultural requirements of social analysis, and (6) the conduct of research projects with the aim of community development and empowerment following a sociopreneurship framework.

Thematically speaking, the subject matter courses are described as interdisciplinary in nature. Courses are provided by a pool of study programmes in the areas of education, communication, culture, media, environment, tourism and sustainable development. In addition to concepts and research areas connected to the field of sociology and education, the study programme also offers courses on qualitative and quantitative research methodology. The curriculum revision in 2018 has put an emphasis on the shift from expert-centred learning to work-based learning. Thus, the application of concepts and methodology is prepared in courses dedicated to field work study, social research as well as education research and put into practice by community service (4 SKS), a teaching internship (4 SKS) and the final thesis (6 SKS).

The university emphasises that the interdisciplinary approach in teaching is also reflected in the lecturers' academic and non-academic activities in the form of involvement in the Ministry of Culture, the authorship of recognised sociology publications and the creation of innovative sociology-oriented applications. Furthermore, the study programme is said to host guest lectures and workshops, welcome visiting scholars and collaborate with national and international researchers on a regular basis.

Experts' Evaluation

The Sociology Education study programme follows the latest developments in the trends of the discipline of education. The experts were positively impressed by the fact that some of the courses belonging to the MKBS

cluster focus on Sociology of Education and Sociology Microteaching and by the enthusiasm with which young teaching staff support the programme. However, there are several aspects that need sharpening in the process of curriculum management so that the curriculum becomes more specific, unique, and more in line with what is expected in the intended learning outcomes (ILOs). The study programme has formulated both subject-specific and interdisciplinary ILOs. However, these are not yet clearly reflected in the curriculum offered (**Finding 1**). Especially in core courses or specific subjects, there is a need to focus on and sharpen the main field sociological for education with all the issues that accompany it. What has been declared related to education, communication, culture, media, environment, tourism, and sustainable development seems very broad and makes this program have a diverse curriculum menu without focus. At the level of undergraduate studies, in which in the early stages of recognizing the science, interdisciplinary contexts should be carefully expressed. The world of education, which continues to move dynamically and is disrupted in many ways, needs to be a focus that must be explored. Institutional transitions at the university level that are moving towards general-oriented university transitions need to be translated appropriately, especially in study programs that still maintain their educational aspects.

Currently, the process of ILO evaluation is centred at the University and Faculty levels and carried out every six months. While the experts commend on the regularity of ILO revision, they see room for improvement concerning the concrete process and instruments applied here. As the ILOs of the programme cover many different aspects such as knowledge, attitudes, ethics, and skills, a more refined approach to their evaluation would allow for more specific adjustments if necessary. Thus, the experts would like to suggest conducting this process in a more systematic way such as by including different evaluation formats for different stakeholder groups (see **Finding 6**).

Conclusion

The criterion is partially fulfilled.

1.2 History Education (Bachelor of Education)

Description

As stated by the university, graduates of the Bachelor programme History Education will not only be able to work as professional senior and vocational high school teachers but are also relevant for other areas of history education, such as the government, non-governmental organisations, tourism or journalism. The SER lists the following intended learning outcomes for this programme: students are to (1) acquire knowledge of national and international history, (2) master didactic-pedagogic concepts relevant to the instruction of history, (3) put their knowledge into practice in educative contexts by designing, implementing and evaluating instructional activities, (4) have the ability to analyse problems with regards to history education and instruction as well as to create solutions involving areas such as science, technology, and art, and (5) apply their to activities of entrepreneurship in the contexts of local, national and international history.

According to the university, curriculum revision activities in 2017, which involved input from the labour market and graduates, have led to a shift from a region-focused approach to a focus on the interrelation between regions on both a national and international scale. Furthermore, the report notes that the former competence-based curriculum has been developed into a capability-based and transdisciplinary one which focuses on life-based learning. Also, high value is ascribed to technology-based innovations and transdisciplinarity. The intended learning outcomes and the endeavour to broaden the perspective taken on history is reflected in the subject-specific and elective course offers. While the former cover the areas of education and national as well as international history, the latter provide input in more specialised areas of history and education, such as conflict and international cooperation or diagnosis of learning difficulties. Furthermore, many of the elective

courses are explicitly marked as transdisciplinary, which according to the SER means that students may take them across study programmes, departments, faculties and even universities. On a methodological level, courses are offered in e.g. digitalisation of historical learning, history education research and historiography. The programme is completed by community service (4 SKS), a teaching internship (4 SKS) and the final thesis (6 SKS).

Experts' Evaluation

In general, the Bachelor programme in History Education is a well-designed programme, which covers aspects of national and international history as well as the area of history education. The curriculum addresses societal and national needs as well as current developments in history, didactics, and teaching methodology, as demonstrated by recent curriculum revisions. Thus, the courses of the programme fit the general objective of the programme and contain a broad spectrum of background, methods, subject content and skills. The lecturers and staff support the provision of the programme adequately and representatives of the labour market have voiced their appreciation of graduates' skills and competencies. The curriculum and related aspects such as intended learning outcomes, contemporary teaching methods or academic level seem to be largely in line with the requirements of the desired qualification framework.

In order to further improve the quality of this study programme and support students in their access to relevant international discussions, the experts recommend that the existing strategies to increase the English skills of the students should be extended (**Finding 2**). A possibility would be to include one or two courses that are taught in English in every semester, so that the level of English language skills can continuously grow over the course of the study program. An idea could also be to make it mandatory for every semester essay (term paper) that the students have to include a certain percentage of English-language sources.

Conclusion

The criterion is fulfilled.

1.3 Geography (Bachelor of Science)

Description

The aim of the Bachelor programme Geography is to endow students with theoretical and practical knowledge in the area of geospatial technology, regional development and disaster mitigation in order to qualify for jobs in governmental, non-governmental and private organisations. According to the university report, the intended learning outcomes have the goal to enable students to (1) analyse and interpret society- and environment-sensitive population information data, (2) link geosphere phenomena with humanist values and responsibilities, (3) be proficient in the analysis of environmental and disaster phenomena by using geospatial technologies, (4) work with spatial data, (5) design and analyse natural resources utilisation models by including contextual considerations, (6) apply sustainable development concepts, geographic analysis methods and regional development planning techniques, and (7) apply their knowledge in innovative research activities and be able to communicate their findings to the general public.

According to the curriculum provided by the university, both subject-specific and elective courses are associated with these intended learning outcomes in a straightforward fashion. Subject-specific courses cover individual subdisciplines of geography and often combine a theoretical introduction to the field with an associated practical course (e.g. Photogrammetry and Photogrammetry Practicum). Further courses that train students in the application of their knowledge to concrete case studies include three subsequent courses on work study in the field and a course on research methods in geography. The university also highlights the course on disaster geography, which is reported to be one of the most prominent courses in the programme. These

subject-specific courses are complemented by elective courses by which the students can further specify their profile of expertise in areas such as physical geography, population studies and tourism/regional studies. In the final two semesters of the programme, students are to apply their knowledge in community service (4 SKS), an internship (4 SKS) and the final thesis (6 SKS).

The SER lists several activities that aim at the enhancement of students' practical and research skills both on a national and an international level. Collaborations between students and international researchers are reported as well as the hosting of two international conferences. These collaborations involve institutions such as the Universitas Gadjah Mada (Indonesia), the Asian Institute of Technology (Thailand), the Georgia University of Athens (Greece) and the University of Innsbruck (Austria). Furthermore, collaborations with national governmental institutions are said to enhance both students learning outcomes and provide links to potential future employers.

Experts' Evaluation

The curriculum and related aspects such as intended learning outcomes, contemporary teaching methods or academic level seem to be largely in line with the requirements of the desired qualification framework. Desired qualifications to be achieved during the programme are presented as intended learning out-comes. They are both subject-specific and interdisciplinary in nature. Intended learning outcomes are shown to be appropriate. Proof of their appropriateness was provided through evaluations, graduate surveys, and feedback from the labour market. The academic degree awarded to the graduates correspond to the learning outcomes and the requirements of the appropriate level of the European Qualifications Framework. The achievement of the intended learning outcomes is demonstrated with a Bachelor's thesis placed in the last year of the curriculum. Also, the areas of (1) Disaster Management, (2) Tourism and (3) Spatial Planning have to be reflected with more detail in the intended learning outcomes at the programme level (**Finding 3**). As seen by the experts, this would be an opportunity for the faculty and university to increase their visibility in the Indonesian higher education system. The further development of the ILOs on the programme level might be subject of the confirmation site visit later in the procedure.

The curriculum is characterised as a strict curriculum with a clear indication of which courses have to be taken throughout the Bachelor's programme. The curriculum defines which elements are compulsory and which are electives. All curricular elements (courses) and their functions are documented, and the curricular structure of the study programme supports the achievement of the learning outcomes. The order of curricular elements supports the learner's progression, which is further supported by the provision of an idealised typical course plan. The curriculum covers subject-specific and cross-subject knowledge, as well as subject-related, methodological, and general skills. This is documented on the level of the intended learning outcomes. Furthermore, it is transparently described which courses are offered exclusively for the programme and which parts are used in other programmes. Also, the programme includes specific elements, such as internships, which are reflected in the design of the curriculum. All elements of the curriculum are assigned a certain number of credits directly related to the expected workload. The total programme workload is allocated to the different courses/modules.

The subject of geography is becoming increasingly international, and a good command of English is needed in order to acquire information about developments in other countries in the spirit of continuing education and lifelong learning (**see Finding 2**). In the field of tourism geography these are indispensable. Therefore, a strengthening of language skills should be obligatory; this should be done separately as well as in courses. The existing strategies to increase students' English skills should be extended in order to enable them to access relevant international literature, which will be more necessary in the subsequent courses.

Conclusion

This criterion is partially fulfilled.

1.4 Geography Education (Doctor)

Description

The UM's doctoral programme in Geography Education is said to be unique in Indonesia and aims at innovating theoretical and practical aspects of geography education, foster high-quality research activities and enable the application of research outcomes in the context of community service. According to the report over 30 students have graduated from this programme so far (June 2021) and are working in higher education institutions as well as in junior and senior high schools. The SER lists four intended learning outcomes for this programme, which are said to be informed by both the KKNi qualification level (see above) and stakeholder feedback, especially with regards to study programme associations: (1) enable graduates to analyse issues in education and instruction and to create solutions considering theoretical concepts as well as national and international education policies; (2) enhance graduates' expertise in the area of geography in order to improve the overall quality of geography education; (3) foster skills in the analysis of geosphere phenomena and their societal impacts so that graduates can contribute to the solution of associated problems on an educational level; and (4) contribute to the creation of graduates' research profiles in the field of geography education on a national and an international level.

The curriculum of the doctoral programme comprises courses of 42 SKS, which are grouped into three sections: (1) basic courses on education (4 SKS), (2) courses on subject matter and expertise (14 SKS), and (3) dissertation courses (24 SKS). The report does not list any elective courses for this programme. The basic courses on education include two classes, i.e. education of knowledge and philosophy of science, while the courses on subject matter and expertise include three subject-specific courses, one course on international academic publication and two courses in which the theoretical knowledge is applied in the form of independent studies. The dissertation courses cover the development of the dissertation proposal, the dissertation itself, and two supporting courses on education policy and research design/data analysis which may also be taken in other programmes or at other higher education institutions. The curriculum map provided in the SER suggests that all courses are taken in the first three semesters to leave enough room for the work on the dissertation in the last three semesters of the programme. In addition to the successful completion of these classes, students have to publish at least one article in a Scopus-indexed international journal, and of course write and defend their dissertation in order to graduate.

In addition to the curricular courses, the faculty also offers four so-called "Excellent Programmes", which according to the report provide further support students in their study progress so that they will be able to meet the different requirements of the programme. The "Studying at University" programme focuses on providing the necessary infrastructure to students in the form of private working spaces, co-working spaces and "study acceleration rooms", which bring together students and study programme coordinators. The "Scheduling Proposal Defense" programme assists students who have reached their third semester in creating a suitable schedule together with their advisors. Another programme offers a monthly progress seminar in which students present their progress in their journal publication and/or dissertation process. Finally, the "Big Brother, Big Sister" programme brings together junior and senior students as well as experts and students to encourage mutual support and information sharing. A focus is set on guidance in the publication process of articles in international journals.

Student mobility is supported by both national and international research collaborations, such as with the Education Office of Malang City the Asian Institute of Technology (Thailand), or the Universitas Malaysia Utara. In addition, students have the opportunity to conduct international internships, for example through the Erasmus+ programme.

As stated by the SER, the curriculum of this programme is updated on a regular basis, i.e. very five years. There is also the opportunity to initiate a revision earlier if respective needs should arise. According to the university this revision process includes takes into account input from several stakeholders including research agencies, universities, schools, alumni and the Ministry of Culture and Education.

Experts' Evaluation

The intended learning outcomes formulated by the programme are appropriate, as they document how the programme covers the acquisition of subject-specific and cross-subject knowledge, as well as of subject-related, methodological, and general skills. Proof of their appropriateness was provided through evaluations, graduate surveys, and feedback from the labour market. While they seem to be up to date, the details of a regular revision process have not been provided.

Also, with its current structure, the curriculum does not specifically reflect the following ILOs: (1) students' ability to analyse problems in education and teaching; and (2) the promotion of skills in the analysis of geospheric phenomena and their social implications (**Finding 4**). Thus, the experts recommend that appropriate courses in instructional and didactic areas should be added to the curriculum. In addition, a course on current research topics in Geography Education should be implemented to strengthen the research output and to align the research topics with the research lines at UM. As a degree programme such as "Geography Education (Doctor)" represents the highest level of regular study in a department, a very high degree of specialisation must be pursued. Basic content and content of neighbouring sciences should be present only in indispensable, precisely justified exceptional cases. In this respect, it should be discussed whether the area "Basic courses to the field of Science" (Educational Knowledge, Philosophy of Science) is necessary and should not be part of a Master's program, if necessary. Possible alternatives would be (1) a course displaying a stronger international orientation, e.g. based on current trends in the didactics of geography in other countries or the critical examination of case studies; and (2) courses covering an in-depth examination of geographic teaching or learning methods. This would give the department the opportunity to strengthen its so far unique position in the Indonesian higher education system and to become more visible internationally. A time plan is set up into which key milestones of doctoral research are embedded. This plan is used for orientation and guidance throughout the duration of studies. Yet, the sequence of curriculum components only partially supports learner progression. Between some courses, there is no building connection, which can be quite useful to close gaps. In order to be able to confirm with certainty whether this structure makes sense, an on-site visit would have to be carried out. At least the majority of courses is on the doctorate level; the inclusion of courses from Master's programmes is an exception which is well founded.

As the subject of Geography is becoming increasingly international, a good command of English is needed in order to acquire information about developments in other countries in the spirit of continuing education and lifelong learning. Thus, the experts recommend that the existing strategies to increase students' English skills should be extended in order to enable them to access relevant international literature (see **Finding 2**).

The academic degree awarded to the graduates largely corresponds with the learning outcomes and the requirements of the appropriate level of the European Qualifications Framework. Upon completion of the programme, the achievement of the intended level of qualification will be demonstrated by a dissertation. While methods of teaching, learning, and assessment support an interlacing of theoretical and practical aspects, the programme only partially enables students to transfer their knowledge to situations outside the university context. Thus, the experts recommend that the development of this aspect should be further discussed by the study programme management (**Finding 5**).

Conclusion

This criterion is partially fulfilled.

2. Procedures for Quality Assurance

Bachelor Degree	Doctoral Degree
<p><i>The programme is subject to the higher education institution’s policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p>	<p><i>The programme is subject to the higher education institution’s policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.</i></p> <p><i>A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.</i></p> <p><i>The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.</i></p> <p><i>Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.</i></p> <p><i>[ESG 1.1, 1.7 & 1.9]</i></p>

Description

At UM quality assurance is said to be performed by two main actors, i.e. the Quality Assurance Entity (SPM), which focuses on academic quality and the Internal Supervisor Entity (SPI), which is responsible for all non-academic affairs. Furthermore, the report lists the Quality Assurance Unit (UPM), which operates on the faculty level, and the Quality Assurance Task Force (GPM), which is active on the department level. By implementing a PPEPP cycle (determination, implementation, evaluation, control, improvement) including all organisational levels, the general quality assurance process is structured as follows: (1) rector, vice rectors, deans, heads of institutes and the head of SPM meet to discuss relevant standards, such as the National Standards for Higher Education (SNPT) or the Higher Education Standards established by higher education institutions (SN-DIKTI); (2) the observance of these standards is evaluated, and (3) if necessary, measures for correction or improvements are decided upon.

In order to formalise the quality assurance policy, the UM reports the formulation of Standard Operational Procedures (SOPs). Together with a department’s SOPs, the university’s policy for quality assurance and the respective faculty’s academic guide are implemented as guidelines for the monitoring, evaluation, and revision of study programmes. These activities include (1) instructional monitoring and evaluation (*Monevjar*), which is performed by the GPM under guidance of the UPM, (2) an internal quality audit, and (3) stakeholders’ satisfaction surveys.

The *Monevjar* process involves monitoring of student and lecturer attendance, the availability of lesson plans and handouts, the implementation of mid-term and final examinations, the documentation of course passing rates and the evaluation of student workload. It is conducted at the beginning, the middle and the end of each semester. The university states that the results constitute the basis of curriculum evaluation and revision. Also, if instances of intolerance and/or discrimination are detected in this process, the Dean’s office is immediately informed to resolve the issues and install measures to prevent them in the future. In addition, questionnaires,



and a lecturer-student forum are used to receiving student feedback on potential issues. This overall evaluation is conducted by the GPM and reported further to the UPM. This faculty-level unit reviews the evaluation outcomes and reports them to the SPM at the university level where the information is used to decide on necessary measures and revisions.

The internal quality audit regarding a department and/or study programme is conducted by an auditor team from another faculty. This team evaluates the activities of a department or study programme according to categories such as human resources, study programme strategies, finance, facilities and infrastructure, or research activities, amongst others.

Stakeholders' satisfaction surveys are conducted in the form of online. Relevant stakeholders are students, lecturers, education personnel, alumni, and partners from the labour market. The SER lists several examples of how the results of these surveys have been followed-up in the past, such as by organising additional training for lecturers or improving the offer of on-campus working spaces for students. Also, the university states that the results of the survey are integrated into the university's database and published on relevant websites, mass media and alumni forums.

Furthermore, the SER refers to tracer studies which are conducted for each of the study programmes and integrated in the UM alumni association's database. These studies focus on the expertise of graduates, the waiting periods until graduates achieve their first employment, and the relevance of the study programmes to the graduates' occupational fields.

On the level of individual courses, students are strongly encouraged to submit evaluations at the end of the semester via a dedicated online tool. This evaluation is said to be student-run and the results are passed on to the respective lecturers for self-evaluation and quality improvement.

According to the SER, data on the duration of studies is collected on a regular basis. Within the last five years 63.33% of students in the Sociology Education programme are said to have graduated on time as is the case with 91.67% of students in the History Education programme, 72.5% of students in the Sociology Education programme and 77.78% of graduate students in the doctoral programme. UM reports no dropouts for this period of time and links this to the support provided by assistance programmes offered to students. In addition, UM emphasises that several measures have been to improve the quality of the study programmes and to achieve an acceleration of graduation, such as curriculum review, involvement of students in lecturers' research activities and an intensive academic guidance programme. Finally, there are plans to implement the publication of a journal article as an alternative to the Bachelor thesis.

Experts' Evaluation

The quality assurance system has been in place in its current form since 2007 and appears to be well established, in particular involving various internal mechanisms. Feedback from outside the university is sought from alumni, associations and labour market representatives.

Information on the Internal Quality Assurance Unit (SPM) is available online. According to the website twelve people work at SPM including five administrative staff. One is responsible for Internal Quality Audit (Audit Mutu Internal). The site provides information on national and international accreditation of study programmes at UM as well as reports of the Internal Quality Audit of the faculties from 2019 and 2020. Information on this site is available in Indonesian. In order to make it accessible to international users, an English subpage with a summary of at least the key points could be useful (**see Finding 16**).

As shown above, the quality assurance system is organised on the levels of departments, faculties and university management. Overall, the impression was that internal feedback mechanisms in particular are well structured and established. Via UM's Academic Information System students are required to give anonymous

feedback on their courses online at the end of every semester. While information on student councils and their feedback is not available, tracer studies are conducted online every semester at the university level. The results are shared with the faculties and heads of study programmes. During the site visit it was also stated that alumni could always contact the departments with feedback. UM's alumni association organises job fairs which serve as an exchange platform for the university and external stakeholders. Furthermore, discussions with teacher associations were mentioned during the visit (Sociology Education and Geography Education). In the case of the Geography Bachelor's programme, it was mentioned that the lecturers' research also results in exchanges with the labour market, e.g. with regional government departments. During the discussion rounds the experts had the impression that the exchange between regional government departments and teacher associations is well structured and established while contact with other sectors of the labour market appeared to exist rather on an individual basis. Thus, the experts recommend intensifying collaborations in the private sector. In addition, UM should consider seeking structured exchanges with study programmes at other institutions as a further component of quality management. This would complement the benchmarks received from the labour market with further input from the perspective of comparable study programmes and thus provide the opportunity for synergies and collaborations across HEIs (**Finding 6**).

How structured and to what extent feedback is obtained from labour market representatives as a whole could not be fully evaluated from the available information. However, the feedback collected flows into the creation of the curricula and every five years there are workshops for a fundamental revision of the curricula. At the study programme level, meetings are held every two months. The SER gives some examples of improvement measures regarding academic service quality, publications, study programme management skills, extension of an alumni network, competence enhancement and strengthening of cooperation based on feedback from teachers, educational personnel, students, alumni and labour market representatives. Some of these points were also reflected in several statements at different levels of the visit which could indicate a structured implementation.

There are also measures regarding the selection of topics for theses and research. Students propose a topic for their BA thesis and a supervisor, which is then discussed by the teaching staff. The criteria for who is allowed to supervise a thesis are defined by the university. This includes, for example, that the person must have been a lecturer at the university for at least two years and must have publications to show. Doctoral students are supported by three supervisors (one professor, two doctoral degree holders). In addition, they are provided with a work infrastructure at the university, they have to present their progress in a monthly seminar, and they can share knowledge with seniors in the Big Brother/Sister Programme. To ensure the quality of research output the Senior Management pointed out the following measures: (1) peer reviews from lecturers of other universities, (2) minimum quota of SCOPUS-indexed publication for all researchers, (3) reviews in all phases of the research (planning stage, research and output).

Graduation rates are tracked and are high. This was put into perspective during the site visit by the distribution of final grades. Concrete figures on students who start to study and those who drop out or complete their studies, as well as a list of reasons for dropping out, are not available. Reasons for student drop-outs mentioned during the site visit included financial issues, administrative issues, health issues, and personal reasons.

Conclusion

The criterion is fulfilled.

3. Learning, Teaching and Assessment of Students / Learning and Assessment of Students

Bachelor Degree	Doctoral Degree
<p><i>The delivery of material encourages students to take an active role in the learning process. Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently. Assessment procedures are designed to measure the achievement of the intended learning outcomes. [ESG 1.3]</i></p>	<p><i>The form of supervision and/or course structure is adequate and corresponds with the intended learning outcomes. Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently. Assessment procedures are designed to measure the achievement of the intended learning outcomes. [ESG 1.3]</i></p>

Description

In the SER, the UM declares its dedication to the principle of life-based learning, which is defined as learner-centric, sustainable, adaptive, open to formal and informal learning as well as multicontextual activity. As such, the university aims to implement capability-based and transdisciplinary curricula and encourages students to participate in learning activities across study programmes, departments and faculties. The report lists lectures, tutorials, seminars, structured assignments, and independent studies as key methods of instruction, which are complemented by external input in the form of guest lectures and field trips. Teaching activities are said to focus on project-based and problem-based methods. In order to enhance students' capabilities in the application of theoretical concepts, the Bachelor programmes include three instances of empirical learning in the form of (1) community service, (2) field work studies, and (3) the internship. As for the Doctoral programme, independent studies are highlighted as the main approach to learning by means of which students are encouraged to develop critical, creative and innovative learning competences under the guidance of the lecturers. This approach is not only reflected in the curriculum mentioned above but also in the use of discussions, project work, hybrid learning, blended learning and technology-based learning activities in the individual courses.

The university employs an online learning platform (SIPEJAR), which is used for blended learning activities and the combination of synchronous and asynchronous teaching. This platform is complemented by the Academic Information System (SIKAD UM) where lecturers upload the individual semester lesson plans (i.e. objectives, methods, assessment types and resources used) for each course and where students can access their grades.

Assessment schedules are communicated to the students by their lecturers at the beginning of the semester and are also listed on the semester lesson plans. Following the UM's academic calendar, each course needs to include at least two examinations, i.e. a mid-term exam and a final exam. Assessment methods reported in the SER include online and offline exams, multiple-choice tests, essays, oral exams, and product creation. Also, in the case of field courses project- and portfolio-based assessments are also possible, while skill-focused courses such as microteaching make use of performance assessments. Students are said to have the opportunity to take make-up exams and to submit objections to their grades. All assessment regulations are available to students on the university website.

The completion of final theses in the Bachelor programmes and of the dissertation in the Doctoral programme is formally structured into seven phases: (1) submission of a research proposal, (2) appointment of advisors by the board of lecturers of the respective study programme, (3) discussion of the proposal by the student and the advisors, (4) conduct of research under the advisors' guidance, (5) presentation of the findings to a board of examiners, which in the case of the Bachelor programmes consist of the advisors and another lecturer and

in the case of the Doctoral programme of UM lecturers and external experts, (6) defence, (7) submission of thesis/dissertation. All guidelines and regulations concerning final theses/ dissertations are available to the students in the education guide which is available on UM's homepage.

Experts' Evaluation

All Bachelor's programmes show a variety of teaching and assessment methods, which correspond with the international standards in the respective field. Besides traditional lectures, the didactic and teaching methods cover a wide range, e.g., project work, presentations, teamwork projects, and field work. Therefore, heterogeneous assessment methods are in place, covering different types of written exams, oral exams, projects, et cetera. This leads naturally to a variety of examination types, that students need to deal with during their studies. For each course, the chosen type of exam is discussed at the beginning of the semester. Examination regulations are published as well, the timing of exams is predefined, to week 8 and week 16 for the midterm and final exams. Students are also informed by their lecturer about the examination plans at the beginning of each semester.

Studies abroad are possible and desired, but are only hesitantly accepted, partly due to the language barrier, despite support from the university, e.g., regarding funding. Nevertheless, in addition to their curriculum, students can visit digital lectures of other universities and get these credited for their own study progress at UM.

As mentioned above, all students have access to an online platform which provides all necessary information and regulations, including the assessment regulations. However, the module handbook (English version) should be updated regarding some minor mistakes (homework as examination form in thesis modules, etc.), especially regarding the wish for more exchange students who need to rely on the English version (**Finding 7**). A clear documentation of the courses and their components increase reliability and will increase potential international exchange.

A transparent communication of examination requirements and formalities is ensured. A contract between students and lecturer is formulated for each course, which, among others, determines the type of examination. Also, students are aware of their possibilities of re-examination in case of a failed exam.

The student workload calculation is explained and seems to be of a reasonable amount. A direct transfer to the European Credit Transfer System, as indicated in the self-evaluation report, is not possible. The QA department of UM is in charge to control and evaluate workload and student activities. If these evaluations require changes, the QA department addresses the need for change to the head of the respective study programme.

A formal procedure for student appeals is in place and known by the students. They can hand in anonymous feedback and complaints via a university-wide feedback website. For less sensitive topics, the students made clear that they are welcome to discuss their concerns within the scope of the mandatory student counselling or can address to their lecturer.

Data on success rates of courses or modules could not be assessed entirely during the site visit. Still, the faculty presented a structured process for the revision procedures and programme improvement strategy. The documentation on the distribution of grades (in all programmes including the doctoral programme) is not collected in a structured manner. However, the QA department is evaluating the fulfilment and compliance with the course descriptions.

The programmes under accreditation contain mixtures of theoretical and practical aspects, internships and discipline-related field works. This mixture allows students to gain different needed soft skills, which prepare them for the labour market, may it be in education or in their respective fields.

Doctoral programme

The Doctoral programme is based on a course structure. The thesis itself starts with proposals in the third semester. To ensure and monitor a student’s progress, there are monthly seminars in which students foster their presentations skills and get input on their research project by their supervisors, if needed. With their Big Brother/ Big Sister programme, UM built a tutor like system, which facilitates the first steps in the Doctoral programme. Also, the students can find low-threshold support by their tutor when it comes to scholarships or publications.

Doctoral students are, as well as the undergraduates, able to use the feedback website to give anonymous feedback. For less sensitive topics, they feel welcome to make their case in weekly meetings. Besides, the mandatory feedback at the end of each semester is also applied in the doctoral program.

As it is the case in the undergraduate programmes, the distribution of grades in the Doctoral programme is not fully and transparently documented. It is recommended that QA keep track of the grading system and be able to provide on grade distribution in the future (**Finding 8**). Furthermore, the teaching staff reported a rather high average GPA of 3.8 and higher in the Doctoral programme. However, this is not seen as a disadvantage by staff and students.

Conclusion

The criterion is fulfilled.

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

Bachelor Degree	Doctoral Degree
<p><i>Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]</p>	<p><i>The institution is entitled to award a doctorate. Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.</i> [ESG 1.4]</p>

Description

Admission

Student admission to the Bachelor programmes can take place within three different schemes. The National Selection of State Universities Admission (SNMPTN) scheme follows national regulations by the Council of Rectors of Higher Education Institutions of Indonesia and is based on the level of high school diplomas including both academic and non-academic achievements. The Joint Selection of State Universities Admission (SBMPTN) scheme is also a nationwide selection process and uses the results of a written test and a skill test to determine student admission. Finally, the Independent Selection scheme follows UM-specific regulations and involves a written test and an evaluation of prior achievements. The UM also emphasises that the admission of students follows a strict non-discrimination approach.

Students who would like to enrol in the Doctoral programme have to meet the following criteria: (1) Master’s degree from a nationally accredited Higher Education Institution, (2) educational background with relevance to the field of Geography Education, (3) TOEFL score of at least 525, (4) two recommendations by academic teachers, (5) research proposal and at least one published national/international journal article, (6) successful portfolio assessment and interview.



Progression

Monitoring of students' progression is performed on several levels of organisation. Each student is assigned an academic advisor who keeps track of their progression via SIAKAD and offers additional consultation if required. If issues cannot be clarified with the academic advisor, students can request assistance by the study programme coordinator or Head of the Department and, if the necessity should arise, also involve the Dean's office or the Rector's office.

Recognition

According to the UM recognition of competences is facilitated by a credit transfer programme with regards to student mobility. This programme is based on a collaboration between UM and other national and international HEIs and comprises a minimum of one semester. In addition, a credit acknowledgement programme is set in place for transfer students, students from non-formal education tracks or other comparable backgrounds. Finally, a team under the study programme coordinator is responsible to assess any activities that are taken outside the study programme or the university in formal and non-formal contexts. Among these activities which may qualify for recognition are internships, independent projects, involvement in village development programmes or entrepreneurial activities.

Certification

Upon graduation students receive three documents: the graduation certificate, an academic transcript and a supplement diploma. The latter is referred to as graduate certificate accompaniment letter and contains a description of the student's learning outcomes and non-class activities. Doctoral students also receive an additional international publication letter which confirms the publication of their research outcomes in an academic journal.

Experts' Evaluation

Regarding admission, progression and certification, UM has developed a standard admission process in accordance with the national regulations. Even though an explanation of quantitative data has been obtained, it might be relevant to evaluate in the future the results of acceptance through affirmative programmes such as presidential selection or affirmative selection. Also, a qualitative analysis should be carried out as an effort to improve the quality of prospective students.

Regarding the recognition of prior learning, the experts recommend that the university develop a clear mechanism related to academic processes that are facilitated through collaboration, in order to foster more student participation. Unfortunately, there is no more detailed information regarding the number of students who have taken advantage of these collaborative programmes or the implementation of the programme in general. Recognition of competencies gained at other higher education institutions is provided in students' certificate. However, the regulations and recognition of credit points earned through the Kampus Merdeka programme are not transparently stated. Since the programme is an integral part of all curricula, the experts recommend that more formal clarity is provided to students here (**Finding 9**). Furthermore, there is no information on the formal status of collaborations, i.e. whether they are formalised as evidenced by an MOU or other forms of activity. Especially for the Geography Doctoral Program it is recommended to show supporting documents that cover the individual cooperation programmes. The development of partnerships with institutions of the same field and with good quality is very much needed so that programme development will be more focused.

Conclusion

The criterion is fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

Bachelor Degree	Doctoral Degree
<p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p><i>[ESG 1.5]</i></p>	<p><i>The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.</i></p> <p><i>Staff involved with teaching is qualified and competent to do so.</i></p> <p><i>Transparent procedures are in place for the recruitment and development of staff.</i></p> <p><i>[ESG 1.5]</i></p>

Description

The teaching staff at UM consists of civil servant and non-civil servant lecturers. The former are recruited by a national computer-assisted test, which is coordinated by the Ministry of Education and Culture, and the latter by an official announcement on the university homepage. All applicants must fulfil certain criteria, i.e. (1) hold a Masters or Doctoral degree in the relevant field, (2) pass a series of tests, such as a general intelligence test, a personality test, a national insight test, (3) pass a subject-related ability test, which includes a test on subject-matter, an interview and micro-teaching. A recruitment procedure is said to be initiated two years prior to an opening of a position and takes into account the intended student-lecturer ratio, which in the case of the Faculty of Social Science is 1:34. The teaching staff responsible for the programmes to be accredited is listed as follows:

- Sociology Education (Bachelor): 13 lecturers who hold either a Master's or a Doctoral degree
- History Education (Bachelor): 23 lecturers who hold either a Master's or a Doctoral degree
- Geography (Bachelor): 18 lecturers who hold either a Master's or a Doctoral degree
- Geography Education (Doctor): 10 lecturers who hold either a Master's, a Doctoral or a Professor degree

In addition, the lecturers are supported by an administrative staff, a laboratory assistant and a librarian for each study programme.

Staff development is said to take place in the form of various trainings. Lecturers who hold a Master's degree can apply for scholarships to pursue their doctoral degree. Trainings in the areas of didactics, methodology, technology, publication and research are also offered. Internationalisation of research is highly encouraged by the university. Furthermore, each study programme also organises support for junior lecturers such as a mentoring programme, team teaching and joint research activities together with a senior lecturer.

Experts' Evaluation

FIS has a large number of students but is still experiencing a certain shortage of full professors, which reflects on the Indonesian higher education system as a whole. At the time of the site visit, the Department of History had one full professor, the Department of Geography four, and the Department of Sociology none. For the field of Sociology, the competence of lecturers is also quite diverse (some are from anthropology



programs). This is not entirely a weakness but requires a systematic effort to mainstream Sociology Education as the source of scientific development. Likewise, for the Geography and the History programmes, the relatively low number of high experienced professors responsible for at least three study programmes may affect the quality of student supervision, education and scientific output in the long run. As a consequence, teaching staff in all programmes to be accredited might be absorbed in the teaching load and thus be less able to optimally meet the need for research. In addition, it should be monitored if the Kampus Merdeka programme results in an increased workload for teaching staff and, if this should be the case, support mechanisms should be installed and a reflection in the distribution of the overall workload provided. Furthermore, the low number of professors may also impact the quality of supervision of doctoral candidates. Thus, the experts highly recommend implementing more full professor positions at the undergraduate level, and to balance the number of lecturers with regards to student number in all programmes (**Finding 10**). Also, planning for the continuity of lecturer quality should be strengthened. For example, the History Education programme currently has many lecturers at the level of Associate Professor (Lektor kepala) whose tenure will end in the next six years. A continuity plan for further filling these positions and encouraging Associate Professors to further develop their qualifications should be set in place.

Furthermore, there is not much data on part-time lecturers. Documents regarding part time lecturers are very important so that the quality can still be guaranteed. This can be a solution for study programs that still have problems regarding the number of lecturers, such as in several study programs assessed (Sociology and History).

In general, staff development and support should be further improved for the sake of institutional development (**Finding 11**). A didactic concept should be developed and presented here, as the didactic competence of the teaching staff in the study programme is very important for the success of the undergraduate study programme (**Finding 11a**). It might be wise to implement a system that assures constant improvement of Academic English competencies of staff (**Finding 11b**). Here the role model function towards the students is important. Better English skills open up publication and research opportunities outside Indonesia. During the discussion rounds it became clear that the teaching staff in all programmes is highly dedicated towards the Tri Dharma education approach. In order to further support teaching staff in their activities in research, education, and community service, the experts recommend that UM expand their network with local, regional, and national higher education institutions for cooperation.

The research output of staff is visible, although many publications deal with small-scale research approaches and case analyses involving regional actors. In many instances, this makes sense due to an anchoring process of the programmes in the regional environment. To achieve more relevant research outcome for the society in the region, UM should expand their network with local, regional, and national higher education institutions for cooperation (**Finding 12**).

In the case of the Geography programmes, staff should be encouraged to publish research outcome beyond those regional activities to a broader international outreach, especially since the programme puts a focus on Tourism Geography (**Finding 13**). In general, it has been demonstrated that the teaching staff has opportunities to present their research activities to external parties on a regional level. An encouragement is given to provide additional opportunities beyond those regional activities.

Conclusion

The criterion is partially fulfilled.

6. Learning Resources and Student Support / Support and Research Environment

Bachelor Degree	Doctoral Degree
<p><i>Appropriate facilities and resources are available for learning and teaching activities.</i></p> <p><i>Guidance and support is available for students which includes advice on achieving a successful completion of their studies.</i></p> <p>[ESG 1.6]</p>	<p><i>Guidance and support are available for students which include advice on achieving a successful completion of their studies.</i></p> <p><i>Appropriate facilities and resources are available for learning and research activities.</i></p> <p>[ESG 1.6]</p>

Description

Learning Resources

As stated in the SER, the study programmes have access to 60 classrooms, three lecture halls and three seminar rooms. The faculty library includes 3679 nationally and internationally accredited references as well as access to five international journals and e-resources such as the Wiley Online Library or Oxford University press. This is complemented by access to the university library, which offers access to 38.614 national and 18.255 international journals. In addition, the infrastructure includes fifteen on-campus and several additional external laboratories to support contextual learning processes, which are specialised in areas such as museology, geomorphology, cartography, complex landscapes, or sociology (amongst others). The individual departments also offer technology and tools relevant for the individual disciplines, such as drones, cameras, centrifuges, or microscopes and own subject-specific collections and museums.

Learning areas are provided in the form of six student organisation rooms and two computer laboratories, which include access to 50 computers, 50 laptops and internet access. Doctoral students are further provided with private doctoral programme rooms, where each student has access to an individual working space, co-working rooms and a study acceleration room for students who have exceeded their regular study terms.

Student Support

Course descriptions are available to students via the SIAKAD system, where lecturers upload their semester lesson plans including objectives, activities, evaluations, and resources used in the courses.

As described in the SER, the university offers various programmes and facilities to support student's wellbeing, study progression and/or mobility. Dormitories and medical facilities are provided on campus. The facilities of the Faculty of Social Science are also equipped with wheelchair-accessible buildings and braille plates. Further support for students with special needs includes a Student Activity Unit called the Study Movement for Inclusion of Disability and a programme that recruits students to assist those with special needs. Scholarships are set in place to provide students from a lower socioeconomic background with the possibility to access higher education.

New students are supported by a university-wide as well as faculty-specific orientation programmes. Furthermore, students have the opportunity to participate in student-run clubs such as the Geography Study Club, the History Study Club, the Sociology Study Club, and an English Club. This is complemented by several advisory and consulting services which focus on student creativity and scientific development. Finally, the Central Institute for Guidance and Counselling, Career, and Academic Competence Development offers various training with regards to hard and soft skills, career days, job fairs, thesis writing, self-management or peer counselling amongst others.

The support of student mobility described in the SER concerns the recognition of credits obtained at other Indonesian universities and the assistance in applications for external internship or Erasmus+ grants. Students'

participation in national and international exchange programmes is said to be supported by academic advisors and the individual departments.

Experts' Evaluation

In general, the university provides an adequate amount of library resources to students and staff and collaborates with other universities to extend the offer and access opportunities to relevant literature and media. Nevertheless, the experts recommend that discipline-specific library resources should be extended in order to increase the quality of knowledge infrastructure at UM (**Finding 14**). During the site visit it became clear that existing subscriptions to databases and online journals only cover a small portion of the available sources. In addition, the use value of the library resources depends on the ability to read and understand content published in English. The library resources are a bottleneck for the future improvement of quality in teaching and research and domestic as well as international reputation. An idea could be to identify as benchmark a number of universities that are already at a level where UM wants to be in a number of years, and to learn from their strategies in terms of library resources. Areas to consider here would be the size of library resources in those universities, the application of resources in teaching and research, the accessibility of literature published in English, and the support of students and staff to increase their to read and understand English-language material

There are clear efforts to offer the corresponding spatial possibilities for the teaching content in the form of laboratories. While in general the labs seem to be well set up and a focus is placed on newer technologies, the equipment of the Geography Lab could be extended and updated. It appears that many collections and laboratories (e.g. the Soil Laboratory, the Mineralogy Laboratory, the Rock Collections) are not necessary for the desired degrees nowadays. These are more of a relic from bygone times and make sense for a university with e.g. specialized geological courses. Thus, consideration should be given to whether to rely more on modern measuring and monitoring devices and media. However, no definitive statement is possible without an on-site inspection (**Finding 15**).

Student support is provided by UM in several areas. The university organises an orientation week for new students. The different study programs also have introduction events, which are partially supported by online formats. This allows new students and exchange students to connect with each other and facilitates their start at UM. A mandatory student counselling is implemented for all study programmes. Here, each student has an assigned advisor with at least four meetings a year. Advisory staff must hold at least a doctor's degree to ensure their qualification. Also, to facilitate communication and foster low-threshold support, there are informal ways used by the lecturers, e.g., via WhatsApp groups. Besides the faculty-wide counselling, the students can also seek help at the university-wide counselling offers. Exchange students get supported by the academic affairs office.

To find internships, students can rely on the MBKM, or get support finding placements. By keeping in touch with previous internship providers, UM helps students to find internships. As demonstrated by the labour market representatives, UM strives for feedback and further cooperation, e.g., by using the same feedback website as for student appeals.

Student diversity is respected and promoted by UM, especially by non-discrimination policies which applies e.g., to the student admission process. Also, the implemented infrastructure at UM supports especially disabled students, e.g., with wheelchair ramps or braille. Also, students have access to a pharmacy and polyclinic run by the UM. The possibilities for students in need are published and known by the students. Different mechanisms, like reduction of tuition fees, are in charge to reduce the likelihood of dropouts.

The established counselling and support mechanisms for doctoral candidates described in the self-evaluation report are well known by the students. They are aware of the possibilities and who to address to, if they are in need. Also, the students know about the different scholarship possibilities. UM encourages especially the

Doctoral students with the Big Brother/ Big Sister programme to help each other. Besides this, students can find help with their academic problems in their weekly and monthly meetings with their supervisors and fellow Doctoral students.

Conclusion

The criterion is partially fulfilled.

7. Information / Public Information

Bachelor Degree	Doctoral Degree
<p><i>Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.</i></p> <p>[ESG 1.8]</p>	<p><i>Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.</i></p> <p>[ESG 1.8]</p>

Description

The SER highlights the UM's commitment to an openly accessible and transparent information policy. Both the faculty and the individual departments inform about their activities, programmes, regulations, and services on their individual websites. In addition, social media accounts on Instagram, Facebook and YouTube are run to enable a more dynamic communication strategy. Also, the report mentions a WhatsApp group for alumni which aims at both informing about university activities but also provide networking opportunities between alumni and study-programmes.

Experts' Evaluation

The websites of FIS and the relevant institutes provide a wide range of information about the institutions and study programmes. While the start pages were available in English, this was not the case for many sub-pages at the time of research. Some sub-pages were announced in the menu bar but could not be accessed in the English-language version or did not display any content. This makes difficult for international externals to navigate and obtain relevant information. Taking into account the target visitors of the individual websites, the experts states that the university has to evaluate which areas require additional English translations, especially with regards to international researchers and prospective international students (**Finding 16**). For example, the addition of English subtitles to the elaborately designed profile videos on all start pages (faculty and departments) could be an interesting source of information for international users. Also, the university should make sure that the websites are updated and reviewed on a regular basis (**Finding 17**). On all visited websites, there is the possibility of a direct chat with the respective institution via a WhatsApp-button. With good support, this can also be an important tool for communication with international users.

Conclusion

The criterion is partially fulfilled.



V. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programme “**Sociology Education**” (Bachelor) offered by **Universitas Negeri Malang (Indonesia)**.

The panel of experts recommends

- to accredit with conditions

the study programme “**History Education**” (Bachelor) offered by **Universitas Negeri Malang (Indonesia)**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Geography**” (Bachelor) offered by **Universitas Negeri Malang (Indonesia)**.

The panel of experts recommends

- to accredit with conditions

the study programme “**Geography Education**” (Doctor) offered by **Universitas Negeri Malang (Indonesia)**.

Findings:

1. The intended learning outcomes on the programme level for the Bachelor’s programme “Sociology education” must be revised to reflect, on the one hand, the relevant discipline-specific ILOs that are applicable to all specialisations, and on the other, the specialisation-specific ILOs (Education; Culture and media; and Environment).
2. Opportunities to increase English competencies of students should be strengthened within the curriculum of the Bachelor’s programmes “History Education” and “Geography Education”, and the Doctoral programme “Geography”.
3. The intended learning outcomes on the programme level for the Bachelor’s programme “Geography Education” must be revised to reflect, on the one hand, the relevant discipline-specific ILOs that are applicable to all specialisations, and on the other, the specialisation-specific ILOs (Disaster Management; Tourism; and Spatial Planning).
4. It must be demonstrated how all intended learning outcomes on the programme level of the Doctoral programme “Geography” are translated and fully integrated into the curriculum.
5. Further opportunities for Doctoral students in the “Geography” programme to transfer knowledge to situations outside of the university context should be given.
6. A more structured approach of benchmarking the programmes with the labour market needs (considering not only the public but also the private sector) and with comparable study programmes of other HEIs is recommended.
7. The teaching and assessment methods in the course handbook must be revised for all Bachelor’s programmes to fully depict the reality of the courses and to increase reliability amongst all stakeholders.

8. A collection of grades should be focused on the Doctoral programme “Geography” enabling the programme management to detect problematic areas at an early stage.
9. Regulations and recognition of credit points earned through the Kampus Merdeka programme should be transparently stated.
10. The number of full professorships for all programmes should be strengthened to comply with the development expectations of the programmes.
11. A system that fosters academic development of staff should be implemented. The following points are of importance when developing the system:
 - a. A constant didactical enhancement of staff.
 - b. The development of English competencies should be focused to strengthen both academic output and language skills of students.
12. The Bachelor’s programmes “Sociology Education” and “History Education” should expand their local, regional, and national networks in terms of research to continue producing relevant research output in the light of the societal needs of Indonesia.
13. The Bachelor’s programme “Geography Education” and the Doctoral programme “Geography” should strive to publish articles also in high-ranked journals.
14. Discipline-specific library resources should be extended in order to increase the quality of knowledge infrastructure at UM.
15. It has to be demonstrated that required resources and facilities for the Bachelor’s programme “Geography Education” and the Doctoral programme “Geography” are fully in line with the intended learning outcomes on the programme level.
16. It has to be assured that the relevant information on the programmes’ homepage is available in English.
17. A regular mechanism to update the information on the homepages should be implemented.