



Decision of the Standing Commission of AQAS

on the Bachelor, Master and Doctoral degree programmes

on the degree programmes

“Geography Education” (Bachelor of Education)

“Geography Education” (Master of Education)

“Geography Education” (Doctoral Programme)

“Geographic Information Systems” (Bachelor of Geography)

offered by Universitas Pendidikan Indonesia

Based on the report of the expert panel and the extensive discussions of the Standing Commission on 29 May 2020, the Standing Commission decides:

1. The study programmes “**Geography Education**” (Bachelor of Education), “**Geography Education**” (Master of Education), “**Geography Education**” (Doctoral Degree) offered by Universitas Pendidikan Indonesia **are accredited according to the AQAS criteria for Programme Accreditation.**

The accreditation is 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.

2. The study programme “**Geographic Information Systems**” (Bachelor of Geography) offered by **Universitas Pendidikan Indonesia** is accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is conditional.

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

3. The condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **28 February 2021.**
4. The accreditation for all programmes is given for the period of **six years** and is valid until **30 September 2026.**

Conditions for all programmes:

1. The number of **intended learning outcomes** (ILOs) in all programmes must be reduced and the ILOs have to be made more specific and closely tied to Geography Education. Once the ILOs have been revised, the departments should develop a procedure/ strategy to assess regularly, whether the ILOs are met by the students.

2. UPI must facilitate the **internationalization of all programmes** and develop a strategy accordingly, also regarding the improvement of English language skills, e.g. by adding subject-related courses taught in English and more assessments in English.
3. The **course descriptions** for all programmes must be revised to reflect the actual content of what happens in class so that they include the essential learning outcomes of courses, the content which is delivered (including current topics) and the actual teaching and assessment formats.

For “Geography Education” (Master) and “Geography Education” (Doctoral programme):

4. A **concept for staff development** must be handed in to meet the increasing needs for both Master and PhD programmes with regard to quantity and quality of staff.

“Geographic Information Systems” (Bachelor):

5. The **curriculum** of the GIS programme must be extended to provide the graduates with basic qualifications in programming and software engineering.
6. The **profile of the GIS programme** must be sharpened. Subsequently it should be communicated more clearly to the public.

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

All programmes:

1. The **workload calculation**, especially in comparison to the ECTS system, should be explained. Instruments to compare the credits in both systems (e.g. a table of credits) should be provided to the students.
2. It should be explained, how **fast changing market demands** in research and ICT-trends in GIS can be included in the curriculum (beside the five-year cycle of curriculum revision).
3. The outcomes of the QA procedures on different levels should be aggregated (as a kind of “management summary”) to use them as a **strategic tool** for the management of the university.
4. A wider range of **examination formats** should be offered to consider the different types of learners and the competencies needed by future teachers. UPI should also offer regulations/ guidelines for students writing papers/ thesis to communicate the requirements.
5. The availability of **international literature** – especially in English – should be increased.
6. UPI should offer more **trainings on “soft skills”**.
7. It is recommended to **extend the collaboration** with private companies, NGOs and other universities for increasing the quality of internship programmes, lab equipment, job opportunities and scientific literature.

For “Geography Education” (Master) and “Geography Education” (Doctoral programme):

8. **Academic writing** should be a mandatory course in the Master/PhD programme and provided earlier in the curriculum of the programmes.
9. The **publication requirement** of thesis research at the nationally accredited scientific journals (or higher) or indexed international proceedings should be mandatory for Master/PhD students. The final thesis should focus primarily on Geography Education topics instead of general pedagogical or geographical issues.
10. **Scholarship options** for Master and PhD students should be expanded and promoted.

“Geography Education” (Master)

11. To reconnect students during their Master’s training with school practice, one elective should be replaced by a **mandatory practicum**.

“Geography Education” (Doctoral programme):

12. The **two variations** of the programme (PhD by course/PhD by research) should be explained more clearly. To support the research of the students, the courses of the curriculum should allow a higher grade of flexibility.

“Geographic Information Systems” (Bachelor):

13. For the GIS programme the **number of teaching staff** should be increased. A focus should be put on increasing capacities among the teaching staff in the area of Computer Science and Information Science.
14. For the GIS programme **more computer pools** (which can also be used exclusively by this programme) are required.

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

Experts' Report

on the degree programmes

“Geography Education” (Bachelor of Education)

“Geography Education” (Master of Education)

“Geography Education” (Doctoral Degree)

“Geographic Information Systems” (Bachelor of Geography)

offered by Universitas Pendidikan Indonesia

Visit to the university: 9 – 13 March 2020

Panel of Experts:

Prof. Dr. Klaus Greve	University of Bonn, Faculty of Mathematics and Natural Sciences, Department of Geography
Prof. Dr. Peter Bagoly-Simó	Humboldt University Berlin, Faculty of Mathematics and Natural Sciences, Geography Department
Dr. Djati Mardiatno	Universitas Gadjah Mada, Faculty of Geography, Department of Environmental Geography
Nurul Sri Rahatiningtyas	Universitas Indonesia, Department of Geography (Labour market representative)
Jasmin Nina Gebhard	Student at the University of Würzburg (Student representative)

Coordinator:

Doris Herrmann

Dr. Dorothee Groeger

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, Master and Doctoral degree programme in “Geography Education Programme” and the Bachelor programme in “Geographic Information Systems” offered by Universitas Pendidikan Indonesia.

1. 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.

2. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in May 2019.

The university produced a Self-Evaluation Report (SER). In September 2019, the UPI handed in a draft of the SER together with the relevant documentation of the programmes and an appendix.

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 December 2019.

The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 25 November 2019.

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 December 2019 the before mentioned expert panel. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

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 9 – 13 March 2020. 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 university for comments.

The decision

The report, together with the comments of the Universitas Pendidikan Indonesia, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, on 29 May 2020 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 July 2020, 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

Universitas Pendidikan Indonesia (UPI) is a multi-campus university located mainly in Bandung, West Java. The higher education institution was founded in 1954 as a teacher education college and has since been further expanded and developed into its current status as a state university. UPI offers a wide range of Bachelor, Master and doctoral programmes for both teacher education and other employment fields along 6 campuses. On its main campus, UPI runs 8 faculties and 1

postgraduate school. In total, the university offers 152 programmes (of which 115 are educational) for currently ca. 40,150 students (2020). 17 programmes have been introduced recently. The number of teaching staff is about 1,500, 592 with a PhD, 127 full professors.

According to UPI, the university strives to implement a “Tridharma” of higher education, that is education, research and community service interrelated. Research conducted by programmes aims to solve problems that occur in society by using and developing scientific methods. Re-search can then be used to enrich teaching material so that students gain more applicative in-sights related to the science / material learned in class. Students are said to be involved in lecturer research activities.

UPI was founded as a Teacher Training Institution and has developed into a university with a broad range of programmes, but still mainly focuses on a specialisation in teacher education. The Rectorate delineated ambitious but feasible plans for internationalisation to evolve from a national HE institution into an internationally recognised university. UPI has up till now 83 international cooperation projects with institutions in 16 countries.

In particular, UPI formulates the following aims: 1) producing educators, educational staff, scientists and experts in all types and programmes of higher education, who have global competitive and comparative advantages; and 2) producing non-educational staff.

The programmes to be accredited are affiliated with the Faculty of Social Science Education (FPIPS) located in Bandung. About 4,700 students are currently enrolled in the 14 programmes offered by this Faculty.

Enrolment number are: 416 students in the Bachelor of Education, 67 in the GIS Bachelor, 66 in the Geography Education Master programme and 12 in the doctoral programme.

The study programmes at the master and doctoral level are not managed by the faculty, but by the Faculty of Postgraduate Studies which is headed by a Director.

A chairperson / head of study programmes is allocated for each programme.

Experts' Evaluation

UPI is still in a transition phase from an institution specialized on teachers' education to a full university which offers non-educational programmes; however, UPI is on a good way and the experts see the potential for achieving the goal to become an internationally recognized institution. The panel of experts appreciates that the programmes rank very well in the Indonesian higher education system, but in order to meet international standards improvements should be made.

IV. Assessment of the study programme(s)

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

Bachelor/Master 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.</i></p> <p><i>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.</i></p> <p><i>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>

For all programmes:

UPI uses a local credit system based on the tertiary education system in Indonesia. 1 credit (called Semester Credit Unit SKS) is equivalent to 36 hours per semester (16 sessions) in which each session lasts for three hours divided into face to face meetings, structured assignments, and independent tasks. UPI has implemented a system how to convert SKS into ECTS.

Bachelor Geography Education Programme

Description

The teaching programme of Geography (Bachelor degree) aims to produce prospective Geography teachers in order to meet the need of schools in Indonesia. Students are to take a broad range of subjects in accordance with the curriculum. There are 16 optional courses to gain competences. In the final semester, students need to take a practicum (PPL) for which they get four credits. The curriculum consists of 146 credit hours with a total of 114 credit hours of the core subjects taken within eight semesters. Each semester has around 18-22 credit hours and takes place for 16 weeks.

For the Bachelor the graduates are expected to have competencies aligned to Kerangka Kualifikasi Nasional Indonesia (KKNi), i.e. Indonesia National Qualifications Framework level 6.

Annually, there are about 100 students admitted to the study programme divided into two parallel classes. There are three types of student admission comprising a national selection namely SBMPTN, an independent selection namely SM, and a special achievement selection (see Chapter 4).

Experts' Evaluation on Bachelor Geography Education Programme

The curricular structure of the programme follows a specific progression within the relevant fields of Geography, Geography Education, and Educational Studies. In doing so, it bundles all forms of relevant knowledge. The idealized typical course plan offers a useful overview of both compulsory and elective modules. All curricular elements (courses and internship) and their functions are documented. Overall, the majority of the modules belong solely to the programme. The order of curricular elements supports the learner's progression. Regular revision updates the curricular structure and is documented accordingly. During teaching practice, undergraduates are exposed to their future field of employment.

Desired qualifications to be achieved during the Bachelor programme are presented as **intended learning outcomes**. They are both subject-specific and interdisciplinary in nature. On a general level the intended learning outcomes are shown to be appropriate. But the panel of experts struggled in their evaluation with the large number of learning outcomes which are provided in the course handbook. Some of them remain generic and detached from the area of Geography Education. The experts request to reduce the number of objectives, to make them more specific and closely tied to Geography Education (**Finding 1**). The intended learning outcomes were updated according to current developments in the academic field and the labour market. Proof of their appropriateness can be provided through evaluations, tracer studies and feedback from the labour market. In general, the labour market is satisfied with the quality of graduates, but might profit from streamlined objectives.

In its current form, the **final thesis/exam** constitutes a strong proof of skill acquisition during the programme. Upon completion of the programme, the achievement of the intended level of qualification can be demonstrated. The academic degree awarded to the graduates corresponds to the learning outcomes and the requirements of the appropriate level of the National Framework and the European Qualifications Framework.

All elements of the curriculum are assigned a certain number of credits directly related to the **Indonesian credits**. The distribution of credits across the modules rests on common criteria and is balanced, but compareability with the ESG-system should be improved (see BA GIS below).

Conclusion

Based on the above assessment, the criterion is partially fulfilled. The Bachelor programme is a solid programme which corresponds with the needs of the diversified labour market.

To improve the structure of the programme and make it also more transparent for the stakeholders, the number of intended learning outcomes in the course descriptions must be reduced, which would also allow to make them more specific and closely tied to Geography Education (**Finding 1**)

Master Geography Education Programme

Description

The Master programme of Geography Education and the Doctoral programme of Geography Education aim to produce educational experts and researchers. Students are expected to be able to develop original and innovative research to solve issues related to geography education and disseminate their findings to the public.

To achieve the objectives, the curriculum structure is grouped into four types of courses, namely Postgraduate Skill Courses which include development of scientific paper especially research, Study programme Core Courses, Elective Courses which include courses that support science and

research. Aanvullen Courses are offered for students with a first degree in other disciplines than Geography and cover basic Geography.

The compulsory courses consist of Core Courses including Applied Research Methods, Curriculum Development and Learning Resources, Development of Geography Learning Models, Remote Sensing Application and GIS in Education, Scientific Writing (Academic Writing); Aanvullen (MKAv) Courses including Introduction to Geography and Global Issues, Teaching and Learning Geography, Geography of Indonesia, Cartography; Core Skill Courses (MKKIPS) and Elective Courses including Water Resources Management, Land Resource Management, Geography Education Assessments, Geographic Approaches in National Character Education, Disaster Mitigation Education and Ecoliteracy. Exclusively-offered courses include Applied Statistics, Philosophy of Science, and Pedagogical Studies.

Each teaching staff is grouped into two, namely Geography Educators and Researchers in Education. For research conducted by teaching staff, the university requires the involvement of students. Graduates of the Master programme are supposed to achieve level 7 of KKNi, which means that the students are able to develop knowledge, technology, and/or art through research, to produce innovative and tested work. In addition, the graduates are able to conduct research and development beneficial to society and science.

Doctoral Degree Geography Education Programme

Description

According to the SER, graduates of the Doctoral programme in Geography Education are required to develop knowledge on Geography through cross-fertilization approach in criticizing and analyzing education issues related to Geography teaching, and are prepared to become a professional educator and researcher in the field of Geography education. The target of UPI is to produce Geography education experts who master, develop, and apply science, technology and/or art in the field of Geography Education through innovative research with an interdisciplinary, multidisciplinary, and transdisciplinary approach in solving educational issues. Moreover graduates should have the ability to communicate ideas and thoughts through scientific forums and journals in order to solve educational problems in national and international scale, and have a concern for the environment, especially the educational environment by positioning findings and developing knowledge for the community and solve problems in the community.

The Doctoral programme of Geography Education has a total of 46 credit hours divided into 3 semesters (12-18 credit hours each). One semester lasts 16 weeks.

The Doctoral programme of Geography Education currently has 8 students. All doctoral students need to complete all courses in accordance with the curriculum. The distribution of courses for each semester is:

First Semester: Advanced Applied Research Methods, Spatial and Spatial Inequality Studies, Geographical Skill Development and Geography TPACK, Geography Teaching;

Second Semester: Academic Writing, Environmental System and Valuation, Geography and Resource Development, Advanced Geography Visualization, Geography Teaching Practice, Spatial Analysis using Inter-, Multi-, and Transdisciplinary Approach;

Third Semester: Independent Study and Dissertation.

Postgraduate Skill Courses: Philosophy of Science, Advanced Applied Statistics, and Pedagogical Studies. Core Skill Courses: Advanced Applied Research Methods, Spatial and Spatial Inequality

Studies, Geographical Skill Development and Geography TPACK, Academic Writing, and Independent Study. Elective Courses: Geography Teaching, Environmental System and Valuation, Geography and Resource Development, Advanced Geography Visualization, Geography Teaching Practice, Spatial Analysis using Inter-, Multi-, and Transdisciplinary Approach. Aanvullen Courses: Curriculum and Teaching Material Development, Geography Teaching Model Development, Remote Sensing Application and GIS in Education, Geography Teaching Assessment.

Experts' Evaluation

General Evaluation for Both Master and PhD "Geography Education"

In general, Master and PhD study programmes "Geography Education" already have a good quality of the curriculum. The instruments for assessing the curriculum quality e.g. academic documents and other supporting documents are well prepared and documented. Curriculum structure and graduate qualifications have also been standardized with KKN level (national competence standard), in accordance with certain levels of study.

UPI's Master Geography Education programme has been established since 2010 and it is one of the best educational study programmes in Indonesia. This study programme already has many alumni who can contribute both directly and indirectly to the development of the institution. Moreover, the PhD programme is still at its starting point (established in 2014) but it has developed fairly well so far.

Both programmes should outline an **internationalization strategy** especially with regard to improving English language skills of students (**Finding 2**). The means to do so depend on the strategy the university agrees upon. Improved English proficiency skills could also be defined as a graduation requirement, but this approach has the disadvantage that UPI needs to find solutions for students which do not meet these requirements.

The **intended learning outcomes** are currently too detailed and have to be revised to include a small number of essential ILOs whose achievements can be assessed thoroughly. There should be a mechanism/procedure for the assessment if ILOs have been met. Furthermore, the course descriptions currently do not reflect what is done in the courses as outlined during the site visit. Thus, the course descriptions have to be revised to reflect the actual content of what happens in class so that they include the essential learning outcomes of courses, the content which is delivered (including current topics) and the actual teaching and assessment formats (**Finding 3**).

Workload calculation especially in comparison to the ECTS system is not clear and should be recalculated in a realistic way and a comparison between the Indonesian and European workload /credit system should be provided to the students (**Finding 4**). The workload should be provided transparently to the students. The credits for thesis and dissertation are not high although in reality the workload for both maybe higher. The addition of credit for thesis and dissertation should be considered, since the proportion of research work will be more dominant in Master and PhD level. When revising the workload calculation a principle which allows to compare the Indonesian credits with the European credits should be implemented to create transparency for students.

The curriculum of each programme is revised every 5 years on structural level while courses are updated every semester. Exchange with labour market representatives takes place. However, there is no detailed explanation about the **mechanism of curriculum revision** to anticipate the changing times/market demands (**Finding 5**). It is also recommended to present a curriculum map that explains clearly the synchronization of learning materials ranging from S1 (bachelor) to S2 (master) and S3 (PhD) levels. It should be clear that in the Master and PhD programmes the number of educational content increases.

Quality of the curriculum of the Master programme “Geography Education”

The programme is one of only two Master programmes in Indonesia and it follows a clear and good profile. It offers a good continuation of the studies after the Bachelor programme. However, the **profile** could be sharpened and promoted better to attract a higher number of skilled students and international students. There are a lot of **learning outcomes** indeed at UPI, due to national regulations but also UPI regulations (see Finding 1). As the Bachelor programme focuses on knowing and understanding, the Master programme emphasizes more on developing and innovating the geography teaching method, such as studies in Geography and education, how Geography is taught, how to develop models of teaching Geography, developing assessment, and the use of multimedia for Geography teaching.

Regarding the curriculum, the **teaching methods** in the courses should be strengthened to invite the students to become more innovative and able to reflect and criticize on the topics. The lecturer can guide the students to become more active to explore many actual references, not only from textbooks but especially from peer-reviewed journals to be discussed in the class. Many discussions could be initiated while conducting the lecturing activities. The academic writing course is an important basic course for Master students for preparing for thesis writing, but it is provided in the third semester which is too late (**Finding 6**). The offer of Aanvullen Courses in every semester reduces the number of essential courses of the programme. The option to provide Aanvullen Courses as additional courses of the semester may be considered.

In most programmes, there is a teaching practicum both at Bachelor’s and Master’s level. In this case, the curriculum merely contains a mandatory practicum during the Bachelor phase. It might be important to reconnect students during their Master’s training with school practice. A possible solution is replacing one elective by a mandatory practicum (**Finding 7**). Such a practicum could follow a thematic focus relevant to the empirical work carried out at the end of the Master’s programme.

Final theses should focus primarily on Geography Education topics instead of general pedagogical or geographical issues. The publication of a part of **thesis research results** is not obligatory up till now; by making it mandatory the students can be motivated to publish it in order to increase the number of publications of the institution (**Finding 8**).

For students which have a non-linear background it should be considered that Aanvullen Courses are conducted before the first semester (see above).

Conclusion

Based on the above assessment, the criterion is partially fulfilled. The Master of Geography Education is potentially to be developed further, because user demand for these programmes is still quite high. In order to improve the programme according to European and international standards, some improvements are highlighted:

- It is necessary to facilitate the internationalization of the programme especially by fostering English language skills of students, such as by adding subject-related courses taught in English and more assessments in English (**Finding 2**).
- Academic writing should be a mandatory course and it is provided in the first or second semester, as the earlier and better preparation for thesis writing. As alternative, academic writing can be included in the Applied Research Methodology course, but the credit for that course must be bigger (4-5 credits). (**Finding 6**)
- It should be considered to replace one elective by a mandatory practicum. (**Finding 7**).

- The publication requirement of thesis research at the nationally accredited scientific journals (or higher) or indexed international proceedings should be mandatory (**Finding 8**).

Experts' Evaluation on the Curriculum of the Doctoral Programme

The programme is crucial to secure continuity of faculty and support young members of the teaching staff on their way of scientific qualification. Therefore, it requires all the support that it can be provided by UPI and it should be developed into a flagship programme in Indonesia. The PhD "Geography Education" is mainly focused on creating "something new" of geography teaching method. The research for dissertation is meant to create didactic models, new assessment method, etc.

Strengthening the PhD programme is the best way to be internationally recognized. UPI should increase its efforts to increase the number of students, for example via intensifying collaborations with other universities. Furthermore, scholarship options for students should be expanded and promoted (**Finding 9**).

On a general level, the programme includes elements to foster mobility of students (international exposure), but the aspect of international exchange should be strengthened in the future (**Finding 2**).

UPI explained during the site visit that the programme is offered in two variations. The panel of experts considers the PhD programme well structured, but for potential applicants it should be explained more clearly if the programme is "**PhD by course**" or "**PhD by research**" or the combination of both. Regarding the curriculum structure, it is assumed that this programme is the combination of both. Since for PhD students study should be more independently, the credits for "Independent Study" should be higher. The number of courses should be reduced so the students will have more allocated time for conducting the research. Some alternatives may explore the reduction in share of geographical modules in favor of Geography Education modules. Such modules should directly support each individual project. This would allow a PhD candidate working on local and regional knowledge to explore theoretical aspects of what this knowledge consists of, learn about research methods suitable to analyze them, and reflect on the transfer of his or her results into the teaching practice. Thus, the curriculum should be more flexible to accommodate the student's needs (**Finding 10**).

A **time plan** should be set up into which key milestones of doctoral research are embedded. This plan is used for orientation and guidance throughout the duration of studies (e.g. by a Gantt chart). All elements of the programme are assigned a certain **number of credits** directly related to the expected workload. The total programme workload is allocated to the elements of the programme.

The academic degree awarded to the graduates corresponds with the learning outcomes and the requirements of the appropriate level of the **European Qualifications Framework** and the respective level of the national qualifications framework. Upon completion of the programme, the achievement of the intended level of qualification will be demonstrated.

General **academic skill acquisition** and training might improve by an earlier start during the first year. Prescribing such modules for the third semester might alter the progress of intensive literature work and it will affect the operationalization of the individual research project. Intensive mentoring formats have proven to be useful during doctoral training. Instead of exams based on lectures, project-related mentoring might help to open up the curriculum to the needs of each PhD project.

The programme might further profit from **external input on Geography Education**. Specializing entirely on Geography Education at the expense of geographical sub-disciplines, such as Geomorphology, Climatology or Urban Geography might seem like taking a risk, but the international

community of Geography would welcome this specialization. In the long run, the university may need specialist only working in Geography Education to sustain the Doctoral programme.

Because the programme is relatively new and the number of students is still low, there are no extended experience with the career of the graduates. There is no doubt that the **intended learning outcomes will be updated** according to current developments in the academic field or/and labour market, if there is a sufficient feedback available. All processes are in place at UPI to enable the university to exchange with graduates and the labour market and to develop the programme on the basis of this.

Conclusion

Based on the above assessment, the criterion is partially fulfilled. The PhD of Geography Education should be developed further. The demand for this programme is still high, especially if this programme will be promoted worldwide, or at least in Asia Pacific region. To fulfil international standards, it is necessary to improve the following matters:

- The students should receive further preparation to participate in the international conferences, e.g. by mentoring (**Finding 2**).
- Academic writing course should be provided in the first semester, as an earlier and better preparation for writing dissertation (**see Finding 6**).
- The publication requirement of dissertation research at the international peer-reviewed scientific journals or indexed international proceedings should be mandatory (**see Finding 8**).
- The curriculum structure needs to become more flexible and tailored to each PhD student's needs. Some alternatives may explore the reduction in share of geographical modules in favor of Geography Education modules. Such modules should directly support each individual's project (**Finding 10**).

GIS Bachelor

Description

According to the SER, the Bachelor programme **Geography Information Science** was introduced in 2018 and aims to produce graduates who have expertise in mapping survey analysis, remote sensing analysis, geographic information system analysis, and cartographic analysis. An internal team consisting of lecturers of the study programme creates a learning outcome developer team whose main task is to benchmark the programme with other HEIs, interview experts, and visit companies relevant to the study programme and then integrate the results into the curriculum. The team then formulates learning outcomes in forms of graduates' competences and lesson plans disseminated in a meeting between a lecturer forum and stakeholders. Within the period of 3-5 years, the team reviews and evaluates the implementation of learning outcomes and the advances on science and technology.

The number of credit hours to take by the students of the study programme is 148. In general, the curriculum structure contains core and optional subjects. In details, there are 14 credit hours of general subjects, 4 credit hours of practicum subjects, 2 credit hours of university expertise subjects, 6 credit hours of faculty expertise subjects, 108 credit hours of study programme expertise subjects, and 14 hours of addition subjects.

Learning outcomes aim to fulfil the needs of Indonesia regional development, natural resource utilization, and disaster prevention. The graduates are expected to get accepted in a variety of

institutions such as Geospatial Information Department, Regional Planning and Development Department, National Defence Department, Disaster Prevention Department, etc.

Experts' Evaluation on the GIS Bachelor

The Bachelor Programme GIS was established in 2018 as part of the diversification process of UPI after the decision in 2000 that UPI can also offer non-educational programmes. The implementation of the programme follows a strong demand from the labour market. Feedback from participants and labour market was very positive. As geospatial expertise is very much needed in Indonesian industry, business and administration, the programme conveys many practice oriented qualifications.

All curricular elements (courses and internship) and their functions are documented. The intended learning outcomes are appropriate and aligned with the requirements of the labour market. The balance between conceptual reflexion and practical skills is more on the practical side, which fits to the graduate's future fields of work. The Bachelor GIS combines qualifications in GIS and education. This is unique, but convincing, as the GIS industry needs experts with educational skills for positions as trainers, authors for manuals, training material, units and curriculums, in teacher training, human resource management as well as in space and earth science focused media. Beside this, digitalisation in education provides new and extended opportunities for GIS based teaching in schools. Graduates from the BA GIS programme will become essential functions in the development as specialised teacher, teacher trainer and education manager.

A very good **command of English language** is essential for research, training and work in the field of GIS. The participants need more support to improve their language skills. Considerably more courses must be taught in English so that the graduates meet the labour market's requirements (**Finding 2**).

The field of GIS is closely related to Computer Science and Software Engineering. GIS experts need an understanding of programming and concepts of software development. This is practical knowledge to analyse and solve problems while implementing and using GIS software and conceptual knowledge necessary to enable them to take part in developing technical infrastructure and systems and communicate with software developers and providers. The curriculum must be extended by including this aspect to provide the graduates with basic qualifications in programming and software engineering (**Finding 11**).

The programme has a high reputation in Indonesia and is relevant for the national labour market. The qualifications of the graduates and the academic degree awarded correspond to the learning outcomes and the requirements of the Bachelor's level of the European Qualifications Framework. The programme has the potential to become a unique selling point for UPI and an excellent starting point for the intended internationalisation of the university. To realise the potential, the profile of the programme needs to be sharpened and subsequently communicated more clearly to the public (**Finding 12**).

Especially the course descriptions are not reflecting what is currently done in the courses as outlined during the site visit. The course descriptions must be revised and updated according to the actual delivered content and include the actual teaching and assessment formats and essential learning outcomes of courses (**see Finding 3**).

Of course, the workload calculation is based on the Indonesian system, but it is complicated to understand how it corresponds to the European Credit System (ECTS). 1 credit (called Semester Credit Unit SKS) is equivalent to 36 hours per semester. 1 SKS is equal to 36 hours of study per semester (16 sessions). Each session lasts for three hours divided into face to face meetings, structured assignments, and independent tasks. In the documents the translation follows the formula $36:25 \times 148 = 213.12$ ECTS Credits. For students who are looking for international exchange it is too complicated to understand how the Indonesian System can be translated into the ECTS-system. SKS calculation only counts for activities during term-time, ECTS calculations includes all learning activities, even outside term and counts internship activity by the hour. Thus, UPI should

provide a table for students which allows to compare both outcomes of the two workload calculations (see Finding 4).

Conclusion

On the basis of the above assessment, the criterion is partially fulfilled. The Bachelor GIS programme is a strong programme with high potential for further development. To match international standards

- the curriculum must incorporate elements of Programming and Software Engineering
- the support for improving the student’s English language skills must be extended
- the course descriptions and the workload calculation should be revised and updated.
- Transparency has to be created to allow a comparison between the Indonesian and the European principle of workload calculation.

2. Procedures for Quality Assurance

Bachelor/Master 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

There is a unit of quality assurance at the levels of university, faculty, and study programme. In the study programme, the quality assurance process contains three phases including quality awareness, quality commitment, and quality behaviour. According to UPI, measures are in place to create awareness among the staff members and stakeholder for supporting a quality culture.

The study programme sets indicators of quality which are a guidance in improving the quality which comprises appropriate programme, academic affairs, and financial management.

The quality assurance that particularly relates to academic services is based on the standards of ISO 9001:2015. In the meantime, the quality achievement is controlled through a PTPP (Request

for Revision and Prevention) and LPJLTS (Reports on Product or Service Inappropriateness) which is audited internally by different bodies.

An effort made to support the development of evaluation is by having online feedback from students finishing their courses. The university has an assessment programme where students need to anonymously fill an online questionnaire when they want to access their grades. The feedback is an evaluation for the lecturers teaching the courses. The results of the students' evaluation are followed up by the head of the study programme, as outlined by the university.

Beside the internal procedures also external QA procedure take place, e.g. reviews for ISO-compliance, AUN-QA and reviews by the national agency BAN-PT. The GIS programme has not been accredited on the national level, yet.

Experts' Evaluation

UPI and its faculties are well aware of the need to have a functioning internal QA system. The university was able to present to the panel of experts a consistent and effective **quality assurance strategy**. The university has an integrated task force, the Quality Assurance Unit, that is supported by the faculty's Quality Control Unit.

On an overall level, the **quality assurance system** is very elaborate: there are several instruments in place to check the quality of teaching and learning (e. g. tracer studies, student questionnaires, regular meetings) and also to provide information on the outcomes of the evaluations (e.g. intermediate reports, final reports with all results). The QA system is documented and comprehensive. It involves instruments with different scopes, e.g. programme evaluations, progression and completion rates and evaluations of the learning environment and support services.

Therefore, the panel of experts comes to the conclusion that the QA system contains **sufficient tools and mechanisms** of collecting feedback and student data. The quality assurance procedures are certified ISO 9001:2015.

Responsibilities and targets within the quality assurance system are defined and available. UPI has several staff members involved in internal QA, who are very professional and well aware of the needs of a high level QA system and current trends in QA.

On the faculty as well as on the department level **responsibilities within the programmes** and for programme elements are clearly defined and available to students.

The department of Geography has a **distinct feedback culture**, student body representatives and teaching staff report that feedback/ evaluation of courses is implemented on a regular, semesterly basis. Students also confirmed during the site visit, that perceptibly measures are taken thereupon, especially when it comes to interpersonal concerns.

The experts have therefore no doubts that the results of the different quality-assurance procedures at all departments involved lead to concrete measures to enhance quality and address identified findings. UPI also has procedures in place to safeguard academic integrity and prevent academic fraud within the programmes.

In every semester, students are filling out an **online questionnaire** at the end of the term. The questionnaire is anonymously conducted by the Quality Assurance Unit. Students cannot receive their grades before the questionnaire has been completed. In this way, representative samples can be drawn. In addition, graduates are able to provide their feedback in a tracer study. Afterwards, the results of the study are discussed with professional associations. Representatives from the **labour market** are involved in an exchange with the faculty. Therefore, feedback from these stakeholders is also collected. It would be helpful for the motivation of students to take part in evaluations

of teaching and learning if the results of some of the QA procedures, especially the ones from the student questionnaires, are shared with students in an aggregated form.

UPI has an elaborated data management system in which student data is collected as well as academic activities, research, service, and other supporting activities. Information on the composition of the student body of the study programme is available. Some information is made available through the university's website to the stakeholders. Information on the duration of studies is available. The career progression of graduates from the study programmes is followed and data on alumni experiences are considered during the further development of the study programme. It is documented how many students do not complete their studies. The reasons for non-completion are also documented.

UPI collects information on the labour market requirements and provides comprehensible description of potential employment fields for graduates. Information is available in which sectors graduates are employed in and on how many graduates continue in education programmes (Master-, PhD-programmes etc.). Nevertheless, the exchange could take place regularly and in a more structured way.

Although UPI takes the initiative for major curricular revisions every 5 years and minor changes on course level are implemented regularly, the experts recommend to shorten the time-span for the major curricula revisions, especially against the background of fast-changing developments in research and ICT-trends (e.g. in GIS) (see **Finding 5**).

There is no doubt that the university reacts on the feedback collected and results provided by the QA units. But it stays unclear how the QA results are used for the strategic development of the university. Some of the results are very elaborated, some result in data and grading. Therefore, it would be recommendable to summarize qualitative and quantitative data from the QA procedures in the different faculties and provide it to the management of the university as a kind of "management summary". This would enable the management to use QA as a strategic tool. (**Finding 13**)

Conclusion

The criterion is fulfilled. UPI applies adequate and manifold quality assurance tools which have led to an impressive feedback culture in which stakeholders' feedback is valued and appreciated.

For future development, the results of the QA system should be used in a more strategic way.

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

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

Description

According to the SER, the study programmes use **learning and teaching methods** as well as student assessment based on the learning processes. The teaching and learning methods used are based on student learning activities. Consequently, the assessment methods are said to be based on students' learning processes and products. The SER describes that an effort to meet the learning processes to the advances of science and technology and the industrial needs is constantly made

Based on the guidance of UPI academic and educational implementation, the **assessment of learning** is carried out through six ways including quizzes, tasks, middle tests, practicum, class participation, and final tests. The study programme arranges teaching and learning schedules referring to UPI academic calendar.

The **GIS programme** emphasises in the SER that types of examination are determined based on the characteristics of ideal graduates after taking the courses. For courses requiring theoretical understanding, the examination is usually written. However, the examination is usually presentation (an expose) for project-based courses. The examination is commonly announced in the first meeting of a course. Several meetings prior to the examination, the lecturers usually inform the students about technical issues of the examination. The presence of online examination makes it more various so that students can join the examination everywhere they are. The online system also gives the lecturers easy access for grading and documenting the results of the examination.

The **examination schedule** is ruled by the university so that students will be able to identify their schedule of examination as well. Commonly the middle term examination is conducted after seven sessions and the final term examination takes place seven sessions after the mid test. The detailed schedule is usually announced two weeks before the day.

Experts' Evaluation

Aspects related to all programmes

UPI has to deal with heterogenous backgrounds of the student body. Different strategies to meet this challenge – on an individual basis in the courses e.g. bilingual teaching, as well as regarding overall topics e.g. admission - were made clear.

Requirements for the **examinations** are transparent and made known to the students. Assessment regulations and procedures are defined and made readily available in published form to students. There is no doubt that assessors are familiar with examination methods, but it stays unclear to which extent teaching staff receives support in developing their own skills in this field.

The **organisation of exams** (midterm and final exams) and thesis disposal are made clear and the students are familiar with the procedures and the affiliated timelines. The responsibilities for organising the exams are defined and made known to the students. The timing of exams is organised appropriately and examination dates are announced in a timely manner.

The formats of examination are rather traditional written exams, merely the GIS Bachelor programme offers other formats. A variety of examination formats should be implemented in all programmes (**Finding 14**). Due to the rather traditional formats of examinations, there are only few courses, where students are encouraged to compete and be active. Through more open formats and suitable didactical methods students could be more motivated and enhance their self-reflection.

UPI should also offer regulations/ guidelines for students writing papers/ thesis to communicate the requirements – e.g. regarding length and duration (**Finding 14**).

The **course descriptions** handed to the panel of experts did not reflect the actual contents taught in the courses, which was presented convincingly during the site visit. Also, the ILOs are very detailed and versatile. As mentioned before, the ILOs need to be revised and focus on a few central and concrete aspects. Once the ILOs are revised, a procedure/ strategy is needed to assess regularly, if the ILOs are met by the students (**see Finding 1**). Furthermore, if students do not meet the ILOs, systematic consequences need to follow this assessment. Independent thereof, the **teaching and learning methods** are adequate. Explanations by the teaching staff during the discussion rounds were clear; likewise, the response of the student body representatives which assured that the expectations are clear. Therefore, to document the learning contents, ILOs, teaching formats and assessment formats, the descriptions must be revised, to guarantee a mandatory and valid fundament for teaching staff and students.

All four programmes are conceptualized reasonably, so that students are prepared for the labour market and can make use of their knowledge outside university. **Different teaching methods** and practical experiences are implemented so that students experience a linkage between theoretical learning contents and their application. Regarding the wish for **increasing internationalisation** and the needs of the labour market, it should be considered to integrate courses held in English in the curriculum (**see Finding 2**).

UPI has an extended system of **student data management**: long-term data regarding the number of failed course examinations in the study programme are used for evaluation and to improve the programme. The average duration of study in the BA Geography is 8.3 semesters, MA Geography 2.5 years and Doctoral programme 4.5 years. For the BA GIS which was introduced 2018 no data are available but it will be monitored in the future.

Grading scales and the distribution of grades is documented and assessed.

A formal procedure for **student appeals** is in place.

There are transparent and published regulations or other **mitigating circumstances** to compensate for disadvantages, illness, or absence.

Additional remarks related to the Master:

The panel of experts would like to encourage UPI to introduce a wider range of examinations without giving up to assure that the core competencies of Geographers are checked. Formats of delivery and examination in teacher training programmes require liberalized and diverse formats. Particularly in teacher training, factual knowledge needs to be complemented by procedural and situative knowledge. For example, project-based work following specific classroom challenges, curricular and teaching material development, reflexive literature overview etc. are additional formats that best suit oral and multimedia exams. That being said, such examination formats by no means should diminish the value of geographical knowledge. In contrast, they require the application of deep subject-specific knowledge in a way that is crucial for each graduate's future employment.

Additional remarks related to the PhD programme

UPI's QA procedures also appears in the PhD programme. Besides the regularly conducted evaluations, a **QA dissertation committee** has been established. Due to the newness of this programme, no extensive documents on QA/ assessments of grading scales et cetera could be handed in. The existing QA strategies at UPI hold the potential that this could be easily applied with increasing number of students.

During the site visit examples were given how the students (on all levels) are involved in their lecturer's research. For PhD-students supervision is given regularly, and the further proceeding is communicated in the research groups.

Conclusion

The criterion is fulfilled. A wider range of examination formats should be offered to pay tribute to the different types of learners and the competencies needed by future teachers.

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

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

Description

The student admission system in the BA programmes is integrated with that determined by the university through its official website. Generally, the requirements for the new BA-student admission consist of administrative and academic requirements. Specifically, the student candidates coming from high schools should have a specific Geography grade. In addition, the candidates from vocational high schools should have a specific Social Science grade.

The university provides scholarships for students with good achievements and those coming from low economic families. The selection of the scholarship awardees is carried out by the study programme.

Recruitment for new students at the MA programme begins with promotion in various media, such as print media in the form of brochures, national newspapers and electronic media in the form of website. Furthermore, students who register take the test to be able to get admitted at UPI. The test consists of (a) English Proficiency Test for 90 minutes and (b) Academic Potential Test for 120 minutes (excluding preparation and explanation), and (c) interview. Procedure for the new admission students of master and doctoral has been website-based. Academic Requirements are: Students have graduated with a Bachelor Degree (S1) or equivalent from an accredited study program and/or higher education with a GPA of at least 2.75. Students have graduated with a Master Degree (S2) or equivalent from an accredited study program and/or higher education with a GPA of at least 3.00. If students graduated from universities abroad, the diploma must be equalized by the Ministry of Research, Technology and Higher Education.

Based on UPI's academic guidance, students can transfer to another study programme after finishing four semesters equal to 80 credit hours. The students can be accepted in their new study programme if they meet the requirements. When they finish an eight-semester study equal to 146 credit hours, they are eligible to have a certificate. The certificate indicates that the student has competences of ideal future Geography teachers with the title of Sarjana Pendidikan (S.Pd.), Bachelor of Education. Graduates will get (1) a diploma signed by the Rector, (2) Academic Transcripts

and (3) Diploma Supplement Certificate stating work ability, mastering knowledge and moral attitudes of a graduate, and information that the institution is in the framework of The Indonesian National Qualifications (KKNI) recognized by graduate users.

To monitor the development of students of Master programme, the study programme creates a student affair division supervised by selected lecturers within the study programme. The main role of the division is to guide the development of students based on their potentials and gives them advise on how to face their future career.

Experts' Evaluation

The distinction between the three levels of qualification is clearly defined. Bachelor programme focuses on knowing and understanding, Master target is developing, PhD is creating The Bachelor: curriculum is based on national curriculum framework with applied Geography focus. The Master programme is in accordance with the national regulations, the content different from the Bachelor programmes with many practical aspects, target to educate Geographical trainers. So the Bachelor programmes aims to prepare teachers, Master and PhD degrees prepare for supporting teachers. In the Master and the PhD Programmes the number of educational content increases. The focus of Master and PhD programmes are studies in Geography and education, how Geography is taught, research about developing models of teaching Geography, developing assessment, multimedia material. The Master programme is completing what is missing in the Bachelor programmes, and the PhD completes was is missing in the Master programme.

Bachelor/Master programme

The panel of experts reviewed extensive material on admission procedures and criteria, examination rules and practice as well as documentation explaining the qualification gained. Formal requirements for admission are defined and published. The selection procedure for the study programme follows defined criteria and procedures that are publicly available. Admission requirements and prerequisites reflect the relevant qualities for successful participation and completion. Learning activities and competences gained are well documented.

Qualitative and quantitative data is available on the admission procedures of past cohorts.

Regulations for the recognition of competences gained at other higher education institutions, such as degrees or coursework, are in place. Precondition is that the programmes are accredited internationally. During the site visit examples were given of students who studied in programmes in Japan or Malaysia and received credits at UPI after their return. These regulations are documented in legally binding form and are available to students.

Due to the fact that the recognition of prior learning is not part of the national regulations, UPI has no special mechanisms in place to recognize it. Nevertheless, it is part of the philosophy of the university to recognize the so-called "community service", e.g. when students teach in rural areas or support the community in other aspects. For this kind of services students can gain credits and regulations are in place.

Learning agreements are used to facilitate the mobility of students, no matter if the students spend a term at another university abroad or of the consider to take part in a teaching practicum outside Indonesia. Examples for this kind of "sandwich programmes" with Japan, Thailand and Malaysia were given during the site visit.

Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies. Diploma Supplements were provided during the site visit.

Doctoral programme

UPI is legally entitled to award doctorates. The legal status of doctoral students at the institution has been made clear and is laid down in the institution's statutes.

The academic framework, quality of supervisors, policy and procedures are in line with international academic standards. Admission requirements and procedures are appropriate and published. They are shown to support the objectives of the programme.

Entry requirements are a Master's degree. Admission also is also regulated through other special conditions such as English language requirements (i.e. TOEFL).

The process for the award of the doctoral degree is clearly defined. Graduates receive documentation explaining the qualification gained, including learning outcomes, context, level, and status of the studies (Diploma Supplement).

Conclusion

The criterion is fulfilled.

5. Teaching Staff / Academic Level of Supervisory Staff

Bachelor/Master 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

In the Department of Geography Education, there are 26 lecturers consisting of five professors, eight associate professors, six assistant professors, and seven lecturers.

The employees' recruitment in the study programme is basically divided into two parts. The first part is a national selection and the other part is university level selection.

Both teaching and research activities are closely related to each other through research programmes from the university and the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia. The results of the research are applied within the implementation of teaching and learning processes.

According to SER, some of the policies on the development of qualification of the employees are related to a support for young lecturers to continue their study abroad and participating in various workshops and training on competence development.

Experts' Evaluation

Required **resources are checked** by UPI with regard to the capacity of the institution. All human resources involved in teaching within the programme are documented, including their academic and other relevant qualifications. The number of teaching staff and teaching hours are documented. The panel of experts comes to the conclusion that the **number of current staff** is sufficient for the teaching of the programmes.

UPI also invites international faculty to stay for one semester and to carry out teaching and research during this time. The Department of Geography also exchanges staff with Leeds University (GB) and with a university in South-Korea and targets to foster joint research projects.

The overall **workload of staff** (teaching, administration, research) is appropriate for the delivery of the programme. Teaching staff and hours are available for the period of accreditation. However, the additional tasks of lecturers are extensive so the workload for lecturers is relatively high.

Teaching staff is appropriately qualified for the achievement of all intended learning outcomes. For the mid-term future, a **concept for staff development** must be drafted to meet the increasing needs for both Master and PhD programmes with regard to quantity and quality of staff (**Finding 15**). The goal should be to increase the **number of PhD-holders** among the staff, either by hiring staff with PhD-degrees or by further promoting UPI staff to pursue their academic career to achieve PhD-degrees and professorships. HR might want to explore ways to achieve a higher level of faculty specialization, for example, by means of **international collaboration** in the region or globally. It is mandatory that faculty involved in the Doctoral programme carries out research primarily, if not solely, in Geography Education. The concept should also focus on how teaching staff can enhance their **international and digital competences**. This applies especially to teaching staff in the post-graduate programmes.

During the site visit the panel of experts was informed that the **infrastructure for e-learning** is available and in use. The target of UPI is to keep a clear focus on face-to-face-learning but 50% of the lecturers should also use e-learning. It is unclear to the panel of experts if all lecturers are prepared for the use of the systems and platforms.

Transparent **recruitment procedures** for teaching staff are in place.

There are guest lecturers involved in the programme and procedures are in place to ensure the qualifications of these lecturers. UPI has mechanisms in place to make them familiar with the requirements of the programme.

BA GIS

Quantity and qualification of staff is sufficient, but tight. Additional staff and intensified efforts to improve the **academic qualification of staff members** are a good investment in the future and a precondition to realise the potential of this very promising programme (**Finding 16**).

Doctoral programme

For the doctoral programme many aspects of the above said is also true: all human resources involved in teaching within the programme **are documented**, including their academic qualifications and research. The qualification of supervisory staff is appropriate to ensure that doctoral students are supervised at the appropriate academic level (methodological and concerning the area of research).

The number of teaching staff is sufficient to **safeguard supervision arrangements** on the doctoral programme but as mentioned before there is a general shortage of PhD-holders which might create difficulties in the future if no measures are taken by UPI. The areas of responsibility of supervisors are clear and transparent.

The **overall workload of staff** (teaching, administration, research) is appropriate for the delivery of the programme.

A concept for staff development is necessary on all levels, as mentioned earlier.

Teaching staff is given the opportunity to take part in trainings for further development covering up-to-date scientific and didactic aspects.

Support and administrative staff is qualified and have opportunities to develop their competences.

Conclusion

The criterion is partly fulfilled.

A concept of staff development which addresses teaching staff on all levels of programmes must be provided (**Finding 15**).

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

Bachelor/Master 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

The university funding is allocated and distributed to each study programme to run their activities. Each study programme arranges the budgeting and activity plans namely RKAT as an interpretation of the university strategic plans. The budget is arranged based on top down planning while the distribution is carried out bottom up.

For all study programme facilities including classrooms, a library, laboratories, thesis defence rooms, offices, and lecturer's cubicles are available. There are two classrooms equipped with white boards, projectors, sound systems, and ACs. There are computer and physical laboratories available. The study programme has three laboratories; physical geography laboratory, engineering geography laboratory, and micro teaching laboratory.

The funding resources of the study programme come from students' tuition fee, the university, and collaboration. Every year, the study programme proposes annual activities and budgeting to the university through the faculty. Students' tuition fee varies from one to another programme. The difference is due to the various admission lines in accordance with their parents' income.

Scholarship is provided by the university to help students. There are three categories of students eligible to have scholarship which are students with low financial state, students with outstanding

academic achievements, and students with active organizational experiences. The funding comes from various resources such as private institutions, governmental institutions, and the university .

A library is also provided by the university. However, the study programme also has a library with limited and segmented collection. The study programme facilitates learning accessible resources which are textbooks, nationally accredited journals, international journals etc. The university also provides learning resources available and the central library which are textbooks, theses, dissertations, research reports, and proceedings. There are three thesis defence rooms and a micro-teaching room provided. To be able to serve students' guidance, the study programme has several lecturers' cubicles.

There are other supporting facilities owned by the study programme as an attempt to obtain the learning outcomes. For instance, in the physical laboratory, there are tools to measure atmosphere, hydrosphere, lithosphere, etc. In the computer laboratory, there are various applications for mapping, data basis, and statistics. Facilities for disabled students are also provided (e.g. elevators, wheelchair-friendly stairs).

The university implements a policy of a central library. Therefore, a collection of books, journals, and any other information are put there. There are both printed and online resources in the library. Both students and lecturers have an access to borrow books from the library. To give visitors an easy access, the library has Dewey Decimal Classification system. In terms of online references, the library has subscribed to reputable journals as SAGE, Emerald, Oxford Journal, Springerlinks, and IEEE New Journal. There are also e-books by Mathsolution, Anmo, ASTD, Oxford, and Springer. The library also provides a repository containing the theses, dissertations, speech, and proceedings by the academics of UPI which are downloadable.

Each student has an academic supervisor helping them during the study period. The supervision is regularly conducted at least once a semester. To this relation, the lecturers have to provide time to consult with their students. The supervision is usually held by appointment.

Experts' Evaluation

On a general level appropriate material resources (finance, computer workplaces, etc.) are available for the study programme as necessary to achieve the intended learning outcomes. Laboratories and computer facilities are available but shared with other programmes. The **facilities of the Department of Geography**, including GIS laboratory, study rooms and observer rooms for teacher training fit the modern standards. For the further development, especially for the **GIS programme**, more computer pools, especially those exclusively used by this programme are required (**Finding 17**). This would benefit the other programmes as well and match UPI's wish for more students as it increases the attractiveness of the facilities.

The panel of experts considers it as a great advantage that students can access the **central library** and online references for free. They can also make use of free Wi-Fi in different buildings. Students have working rooms available at the Central Library, in the Faculty, and in the building of postgraduate studies. The literature provided by the central library seems to be sufficient – as far as it is possible to evaluate it during a site visit, but the panel of experts recommends to increase the availability of international literature – especially in English (**Finding 18**).

In the library as well as in other buildings there are facilities which support **students with special needs** - elevators, wheelchair friendly stairs, and braille on the doors.

Many different aspects which address student support are excellent at UPI: students can meet with an academic supervisor in a consultation room at Faculty and Post Graduate Building. There is some alternative scholarships for Bachelor students and students can get research funding from lecturer grant. UPI also supports students who participate on national / international competition

and who would like to participate in national or international conferences. UPI has a university publisher that can be used for publishing books by UPI lecturers and students. UPI offers health facilities (including counseling) for students for free.

UPI supports **students in finding a job**, e.g. by organising a regular job fair. Students receive guidance shortly before graduation (discuss success strategies, help preparing job interviews). UPI has collaboration with private companies which can support students in finding an internship or a job after graduation.

There is some activity to increase the **capacity of English language skills of students**, e.g. by offering regular conversation in English, by participating in international conference or by participating in student exchange. Also, guest lecturers are invited from time to time.

UPI has mechanisms in place to **cope with plagiarism** as explained by the teaching staff during the site visit. Students need to check their thesis with software, e.g. Turn it in-software, before the final defence takes place. The examination regulation of UPI regulation foresees that 20% similarity among the texts is acceptable.

One of the challenges UPI has to face is the availability of scholarships for the Master's programme. The panel of experts recommends to extend the number of grants (**see Finding 9**).

During the site visit the aspect of soft skills of students was discussed. It is obvious that graduates who enter the labour market need more competencies than the subject specific ones. Communication skills, personal skills, creativity, multimedia competencies and "internet of things" are only some of the aspects mentioned. UPI should offer different trainings on "soft skills" (**Finding 19**).

For the future development of the study programmes it is recommended to further strengthen the collaboration with private companies, NGOs and other universities to increase the quality of internship programmes, lab equipment, job opportunities and scientific literature. Intensifying the communication and collaboration with private companies and HEIs could strengthen the quality of the study programmes (**Finding 20**).

Course descriptions are available to students. As mentioned before, the descriptions are very detailed and should be revised. There is no doubt, that all documents contain the intended learning outcomes, methods of learning and teaching, assessment methods, and the expected workload (in line with the Indonesian principle of calculation).

Procedures are applied to ensure that **course offerings are coordinated** on both content and organizational levels to avoid overlap. All programmes are implemented in such a way that students are able to complete their studies within the expected period of time as defined in the curriculum. The experts could not find hints that the duration of study is extended by a significant number of students.

Student diversity is considered when allocating, planning, and providing learning resources and student support. There are more female than male students inscribed in programmes at UPI and also the number of females in the teaching staff is high. During the site visit female students and teachers explained that they are supported in their development and do not see any obstacles studying or teaching at UPI. The Rectorate sets the target that no student quits studies at UPI because of financial problems. Scholarships from the government to support students from remote areas and from underprivileged families are available and no tuition fees are charged.

Doctoral programme

The panel of experts comes to the conclusion that **supervisory and support arrangements** are appropriate, legally binding and made known to students. The student support at UPI is one of its strengths. Doctoral students have guidance and support arrangements at their disposal for their particular area of research as well as the structural conditions in order to carry out their doctoral

studies (i.e. advice on finances, mentoring, support with publications). In case consultancy is needed students can meet with their academic supervisors in consultation rooms in the building of the School of Postgraduate Studies. For exchange student can use cubicles for research.

UPI **charges** programme fees for the doctoral programme and informs the students about scholarships and/or tuition fee waiver opportunities. The university supports students by getting research funding from lecturer grant.

There are options for students to participate on **national / international competition** as well as chances to participate in national / international conferences. UPI tries its best to provide sufficient and appropriate opportunities for national and international academic exchange available to doctoral students, but the student should be motivated to make better use out of these opportunities. One measure which should be taken is to increase English language skills was mentioned before and it is also true for the doctoral students. Mobility can only be fostered if language skills are sufficient.

The number of students is still relatively low so that UPI can focus on the **needs of doctoral students** individually. Therefore, there is no problem to consider student diversity when allocating, planning and providing learning resources.

The **infrastructure** is one of the strengths of the Doctoral Programme: students are taught in classrooms in the Post Graduate Building and can access the central library and online references for free. Moreover, they can make use of free Wi-Fi. Nevertheless, UPI should consider to provide a working room/cubicle for working and discussing also for regular students (non-research students). Nevertheless, a research environment is in place which facilitates the relevant research and fosters the qualification which is necessary for a future research career inside academia or outside an academic context.

Support is given by UPI in finding placements, if practical phases or internships are requested

Doctoral students gather essential experience in the management of knowledge and in the acquisition of third-party funds or non-profit funding. Doctoral students are, for instance, embedded into the organisation and administration of research projects and/or externally funded projects.

Most of the doctoral students work in schools or civil institutions and study part-time. Therefore, opportunities to connect their research with the practice of teaching is no aspect which has to be fostered by UPI.

Conclusion

The criterion is fulfilled.

7. Information / Public Information

Bachelor/Master 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

Information on the programmes, i.e. the learning objectives, the curriculum, the admission criteria and procedures, is available on the UPI website, according to the university. Learning material and the course handbooks are said to be updated regularly, usually every year.

Experts' Evaluation

For all programmes:

The panel of experts appreciates that UPI uses a wide range of media to inform students and stakeholders about the education offered. The main source of information is the university website, but also facebook, twitter, instagram, and the youtube channel are used for providing information. For the information of students a special website is in use and there is also an integrated platform for university services (not only academic). Online courses are accessible via an integrated platform as well as information on internship and career information. The student association uses social media for sharing scholarship information and billboards are used by UPI to inform about upcoming events.

Therefore, all necessary information is available on the programmes offered by UPI, the intended learning outcome, student's application and selection, the qualifications awarded and on teaching and learning in general. The infrastructure for E-Learning/Online Learning is ready. But not all lecturer knows how to use the systems and platforms.

Open access to information (i.e. competition) also can encourage students to take part in competition and be active. And, more creative to solve a problem.

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programmes "**Geography Education**" (Bachelor, Master, Doctoral Degree) and "**Geographic Information Systems**" (Bachelor) offered by **Universitas Pendidikan Indonesia**.

Findings:

1. The number of **intended learning outcomes** (ILOs) in all programmes must be reduced and the ILOs have to be made more specific and closely tied to Geography Education. Once the ILOs are revised, a procedure/ strategy is needed to assess regularly, whether the ILOs are met by the students.
2. UPI must facilitate the **internationalization of all programmes** and develop a strategy accordingly, also regarding the improvement of English language skills, e.g. by adding subject-related courses taught in English and more assessments in English.
3. The **course descriptions** for all programmes must be revised to reflect the actual content of what happens in class so that they include the essential learning outcomes of courses, the content which is delivered (including current topics) and the actual teaching and assessment formats.

4. The **workload calculation**, especially in comparison to the ECTS system, is not clear and should be revised. Instruments to compare the credits in both systems should be provided to the students.
5. The **cycle of curriculum revision** should be shortened and it should be described how changing market demands can be addressed in this process, e.g. the fast-changing developments in research and ICT-trends in GIS.
6. **Academic writing** should be a mandatory course in the Master/PhD programme and provided earlier in the curriculum of the programmes.
7. To reconnect students during their Master's training with school practice, one elective should be replaced by a **mandatory practicum**.
8. The **publication requirement** of thesis research at the nationally accredited scientific journals (or higher) or indexed international proceedings should be mandatory for Master/PhD students. The final thesis should focus primarily on Geography Education topics instead of general pedagogical or geographical issues.
9. **Scholarship options** for Master and PhD students should be expanded and promoted.
10. The **two variations of the programme** (PhD by course/PhD by research) should be explained more clearly. To support the research of the students, the courses of the curriculum should allow a higher grade of flexibility.
11. The **curriculum of the GIS programme must be extended** to provide the graduates with basic qualifications in programming and software engineering.
12. The **profile of the GIS programme** must be sharpened and subsequently communicated more clearly to the public.
13. The outcomes of the QA procedures on different levels should be aggregated (as a kind of "management summary") to use them as a **strategic tool** for the management of the university.
14. A wider range of **examination formats** should be offered to consider the different types of learners and the competencies needed by future teachers. UPI should also offer regulations/guidelines for students writing papers/ thesis to communicate the requirements.
15. A **concept for staff development** must be handed in to meet the increasing needs for both Master and PhD programmes with regard to quantity and quality of staff.
16. For the GIS programme the **number of teaching staff should be increased**. A focus should be put on increasing capacities among the teaching staff in the area of Computer Science and Information Science.
17. For the **GIS programme** more computer pools (which can also be used exclusively by this programme) are required.
18. The availability of **international literature** – especially in English – should be increased.
19. UPI should offer more **trainings on "soft skills"**.
20. It is recommended to **extend the collaboration** with private companies, NGOs and other universities for increasing the quality of internship programmes, lab equipment, job opportunities and scientific literature.