

# Decision of the FIBAA Accreditation and Certification Committee



8<sup>th</sup> Meeting on November 30, 2022

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/106
<b>Higher Education Institution:</b>	Universitas Gadjah Mada
<b>Location:</b>	Indonesia
<b>Study Programme:</b>	Bachelor in Politics and Government (Bachelor of Political Science) Bachelor in Law (Sarjana Hukum (S.H.)/ LL.B.) Master in Law (Magister Hukum (M.H.)/ LL.M.) Bachelor in Psychology (Sarjana Psikologi (S.Psi.))
<b>Type of Accreditation:</b>	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with two conditions.

**Period of Accreditation: November 30, 2022 until November 29, 2027.**

Conditions:

- **Condition 1:**
  - a) The University provides course descriptions/RPKS in which the learning outcomes are described outcome-oriented.

**The condition is fulfilled.**

**The decision was made by the FIBAA Accreditation and Certification Committee on September 20, 2023**

and for the Master in Law additionally:

- b) The University ensures a unified conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015.
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

**The condition is fulfilled.**

**The decision was made by the FIBAA Accreditation and Certification Committee on March 06, 2023**

**Proof of meeting these conditions had to be submitted by August 29, 2023.**

**All conditions are fulfilled.  
The decision was made by the FIBAA Accreditation and Certification  
Committee on March 06, 2023**

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Gadjah Mada, Indonesia

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**Bachelor/Master programme:**

1. Bachelor in Politics and Government
2. Bachelor in Law
3. Master in Law
4. Bachelor in Psychology

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**Qualification awarded on completion:**

1. Bachelor of Political Science
2. Sarjana Hukum (S.H.) / LL.B.
3. Magister Hukum (M.H.) / LL.M.
4. Bachelor of Psychology (Sarjana Psikologi (S.Psi.))

# General information on the study programme

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## **Brief description of the study programme:**

The **Bachelor in Politics and Government (BPG)** is a four-year study programme focusing on state realm and state-society relations such as democracy, development, citizenship, resources management and electoral politics.

The **Bachelor in Law (BL)** is a four-year study programme equipping the students with a general global and comparative legal perspective in both a regular and an international class. The first focuses on domestic law, the latter has a focus on international law.

The **Master in Law (ML)** is a two-year study programme creating graduates of high quality who possess relevant expertise in legal science and be able to provide solutions to legal issues emerging within the society. There is a regular class with a focus on domestic law and an international class with a focus on international law.

The **Bachelor in Psychology (BPP)** is a four-year study programme aiming to produce scientists and researchers in the field of psychology, as well as professional practitioners.

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## **Type of study programme:**

Bachelor programme / Master programme

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## **Projected study time and number of national credits assigned to the study programmes:**

Bachelor in Politics and Government: 8 semesters, 145 SKS credits / 261 ECTS credits

Bachelor in Law: 8 semesters, 146 SKS credits / 262.8 ECTS credits

Master in Law: 4 semesters, 45 SKS credits / 106.42 ECTS credits

Bachelor in Psychology: 7 semesters, 144 SKS credits / 259.2 ECTS credits

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## **Mode of study:**

For all programmes: full-time

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## **Didactic approach:**

For all programmes: study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

Bachelor in Politics and Government: no

Bachelor in Psychology: no

Bachelor and Master in Law: optional

- University of Maastricht (Netherlands)
  - University of Charles Darwin (Australia)
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## **Scope (planned number of parallel classes) and enrolment capacity:**

Bachelor in Politics and Government: 75 per cohort

Bachelor in Law: 400 per cohort

Master in Law: 50 per cohort

Bachelor in Psychology: 200-240 per cohort

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**Programme cycle starts in:**

For all programmes: summer semester

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**Initial start of the programme:**

Bachelor in Politics and Government: 1949

Bachelor in Law: 1946

Master in Law: 1993

Bachelor in Psychology: 1965

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**Type of accreditation:**

initial accreditation

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# Procedure

A contract for the initial accreditation of the Bachelor in Politics and Government (B.A.), Bachelor in Law (S.H./LL.B.), Master in Law (M.H./LL.M.) and Bachelor of Psychology (S.Psi.) was made between FIBAA and Universitas Gadjah Mada on September 28, 2021. On November 30, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

## **Judith Barth**

University of Cologne, Germany

Student of Law (St.ex.)

(Completed: University of Erfurt, International Relations (B.A.))

## **Dipl.-Psych. Ute Beyer**

Senior Expert Personnel Development/ Competence Management in the Federal Employment Agency, Nuremberg, Germany

Member of the Professional Association of German Psychologists

(Cognitive Behaviour Therapy, Personal Appearance and Communication, Dealing with Emotions and Stress, Leadership Issues, Conflict Resolution, Team Development)

## **Christoph Fay**

Deutsche Lufthansa AG, Frankfurt, Germany

Lawyer, former Head of University Marketing and Junior Management Programmes

(Employment Law, Personnel Management University Marketing, Management Trainee Programmes)

## **Prof. Dr. Michael Haefner**

Berlin University of the Arts, Germany

Professor for Communication Psychology / Psychology

(Communication- und Media- Psychology, Social Psychology, Work- and Organisation- Psychology, Applied Psychology)

## **Prof. Dr. Dennis Hilgers**

Johannes Kepler University Linz, Germany

Institute of Public und Nonprofit Management

Professor for Public und Nonprofit Management

(Open Government, Government Openness and Public Trust, Public Financial and Performance Management, Innovations Management in Public Institutions, Public Accounting, Controlling, Business Administration, Nonprofit Management)

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<sup>1</sup> The panel is presented in alphabetical order.

**Dr. Edy Santoso**

University of Langlang Buana, Indonesia

Senior Lecturer, Assessor at KNAPPP, Ministry of Research and Technology

(Business Law, International Trade Law, Intellectual Property Law and Cyber Law)

**Prof. Dr. Wolfgang Voegeli**

University of Hamburg, Germany

Professor for Civil and Business Law, European and International Business Law

(Family Law, Civil Law, European and International Commercial Law, Competition Law, European Studies, International Relations, Law and Social Sciences)

FIBAA project manager:

Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on July 18, 19, 20 and 21, 2022 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 31, 2022. The statement on the report was given up on November 10, 2022. It has been taken into account in the report at hand.

# Summary

The **Bachelor in Politics and Government**, **Bachelor in Law** and **Bachelor in Psychology** offered by Universitas Gadjah Mada fulfil with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 30, 2022 and finishing on November 29, 2027, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: modular structure of the study programme and quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University provides course descriptions in which the learning outcomes are described outcome-oriented (see chapter 3.1).
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

Proof of meeting these conditions is to be submitted by August 29, 2023.

Furthermore, the quality requirement that has not been fulfilled

– Evaluation by students (see chapter 5) –

is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

- focusing on ethical aspects (see chapter 3.1),
- introducing a wider variety of test formats (see chapter 3.1),
- considering to extend the regulation on credit transfer to all universities and study programmes (see chapter 3.2),
- installing a system to attract more students from other countries (see chapter 3.4),
- introducing a course on English for Scientific Communication (see chapter 3.4),
- communicating the results of the evaluations to the students (see chapter 5.),
- considering to set up a steering committee (see chapter 5.),
- compiling a comprehensive and concise document with study and exam regulations (see chapter 5.).

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.



For the Bachelor in Politics and Government additionally:

- checking the BPG programme materials for coherence (see chapter 3.3).

For the Bachelor in Law additionally:

- increasing the number of SKS/ECTS for the final theses (see chapter 3.2).

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

There are many criteria in which the programmes exceed the quality requirements:

- Interdisciplinary thinking (see chapter 3.1),
- Guest lecturers (see chapter 3.3),
- Lecturing tutors (see chapter 3.3),
- Internationality of faculty (see chapter 3.4),
- Internal cooperation (see chapter 4.),
- Access to literature (see chapter 4.4),

For the Bachelor in Politics and Government additionally:

- Integration of theory and practice (see chapter 3.1),
- Multidisciplinary competences and skills (see chapter 3.5),

For the Bachelor in Law additionally:

- Foreign language contents (see chapter 3.4),

For the Bachelor in Psychology additionally:

- Foreign language contents (see chapter 3.4).

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

# Summary

The **Master in Law** offered by Universitas Gadjah Mada fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 30, 2022 and finishing on November 29, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>3</sup>: modular structure of the study programme and quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:**
  - a) The University provides course descriptions in which the learning outcomes are described outcome-oriented (see chapter 3.1).
  - b) The University ensures a unified conversion from national credit system to ECTS credit system according to the ECTS Users' Guide 2015 (see chapter 3.1).
- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

Proof of meeting these conditions is to be submitted by August 29, 2023.

Furthermore, the quality requirement that has not been fulfilled

– Evaluation by students (see chapter 5) –

is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

- focusing on ethical aspects (see chapter 3.1),
- introducing a wider variety of test formats (see chapter 3.1),
- considering to extend the regulation on credit transfer to all universities and study programmes (see chapter 3.2),
- increasing the number of SKS/ECTS for the final theses (see chapter 3.2),
- installing a system to attract more students from other countries (see chapter 3.4),
- introducing a course on English for Scientific Communication (see chapter 3.4),
- communicating the results of the evaluations to the students (see chapter 5.),
- considering to set up a steering committee (see chapter 5.),

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

- compiling a comprehensive and concise document with study and exam regulations (see chapter 5.).

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

There are many criteria in which the programmes exceed the quality requirements:

- Integration of theory and practice (see chapter 3.1),
- Interdisciplinary thinking (see chapter 3.1),
- Guest lecturers (see chapter 3.3),
- Lecturing tutors (see chapter 3.3),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Internal cooperation (see chapter 4.),
- Access to literature (see chapter 4.4).

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

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# Information

## Information on the Institution

Universitas Gadjah Mada (UGM) was officially established on December 19, 1949 in Yogyakarta through Government Regulation (PP) No. 23 of 1949, regarding the merger of colleges to form a University. Since its foundation, UGM has been shift-shaped and changed its structure, institutional bodies and the supporting units. UGM initiates five strata: vocation, undergraduate, profession, graduate and specialist, as well as doctoral programmes. As of today, UGM has 18 faculties, a vocational school and a graduate school offering 273 study programmes of which 205 have been accredited with an "A" by the Indonesian National Accreditation Body for Higher Education. These include 70 undergraduate study programmes, 22 diploma study programmes, 92 master programmes, 40 profession and specialist programmes and 49 doctorate programmes. It has approximately 46,263 students, 1,187 foreign students and 2,500 faculty members.

UGM follows the following vision and mission:

“Universitas Gadjah Mada as the pioneer of a world class national university which is excellent and innovative, subservient for the nation's interest and humanity, spirited by Pancasila-based national and cultural values.”

“Performing education, research and dedication for the society and the preservation of excellent and beneficial science and knowledge.”

UGM's mission is inspired by the spirit of Tri Dharma of higher education (*Tri Dharma Perguruan Tinggi*), comprising teaching, research and community services. Moreover, to assure the smooth flows of academic and non-academic activities, UGM develops and manages physical infrastructure in the campus environment predicated on the principle of “edu-copolis”. This principle is elaborated in the Campus Development Master Plan, which mandates an environment conducive to the learning process and responsive to ecological issues in the context of multidisciplinary collaborations. What is more, the University has planned 40 new infrastructures to be completed in 2025 in supporting the academic, administration and student activity since 2019.

The Faculty of Law of *Balai Perguruan Tinggi Gadjah Mada* was initiated on February 17, 1946, as one of the initiators of Universitas Gadjah Mada. The faculty focuses on their vested values (e.g. scientific and community-based vision) which grow accordingly with the development of society and global challenge. The faculty is supported by eleven departments, which are responsible for administering the concentration courses, namely Civil Law, Criminal Law, Islamic Law, Adat Law, Tax Law, Agrarian Law, Environmental Law, Business Law, Administrative Law, Constitutional Law and International Law.

The Bachelor in Politics and Government (BPG), previously Bachelor of Arts in Government Studies, was established in 1949 as an undergraduate programme under the Department of Politics and Government (DPG), Faculty of Social and Political Sciences (FISIPOL). This study programme was originally designed to train civil servants in the Ministry of Home Affairs of the Republic of Indonesia. This orientation had gradually changed in line with the development in the study of

political science and government as well as the democratisation and decentralisation in Indonesia since 1998. Currently, BPG's orientation does not only focus on the state realm but includes broader themes in state-society relations such as democracy, development, citizenship, resources management and electoral politics.

The Faculty of Psychology was officially established on January 8, 1965, based on the Indonesian President's Decree on January 8th 1965 No.1 1965. As part of the Faculty of Psychology, the Bachelor in Psychology Programme (BPP) is oriented towards national development and strives to develop the psychological field with a multidisciplinary approach, as well as focus on developing mental health and social harmony. The BPP is one of the programmes under the Faculty of Psychology, which has been held since 1965. UGM has a mandate to be active in solving the nation's problems by implementing the "tridharma" or three pillars of higher education. In alignment with these three pillars, BPP aims to implement psychological sciences in advancing the welfare of the people and strengthen national agility, and also act as a global leader in advancing psychology which is rooted in the cultural context of Indonesian society.

## Further development of the programme and statistical data

Continued improvement has been made as primary motivation from the notes of previous accreditations processes. Under the national standard of higher education, the study programme is obliged to do a national accreditation process every five years. Last re-accreditation from the **Bachelor in Law** was held in 2019, along with the AUN (ASEAN University Network) certification process, while the **Master in Law** performed re-accreditation in 2020.

Several concrete innovations have been developed:

- the application of problem-based learning (PBL) method in legal science generic and concentration courses
- the development and optimisation of the core subjects comprising of Criminal Practice Court and Civil Practice Court as legal skills subjects
- the creation and development of legal clinic courses as legal professional and clinical subjects
- the creation of Law Career Development Centre (LCDC)
- the establishment of specific legal research centre (anti-corruption and law, gender and society)
- the realisation of double degree programme with the University of Maastricht (Netherlands) and University of Charles Darwin (Australia).

In order to support infrastructure development, the Faculty of Law UGM has built two buildings used as administrative and lecturers/staff rooms and for the Law Learning Centre.

The statistical data have shown that students exceed the normal duration of the study programmes by one or two semesters. To respond to this situation, the study programme has implemented individual group meetings with students to encourage them to have a strategy to do research by choosing a reasonable topic and research plan and having intensive communication with supervisors.

Table 1: Statistical Data Bachelor in Law

		Cohort 2016/2017	Cohort 2017/2018	Cohort 2018/2019	Cohort 2019/2020
# Study Places		400	350	400	450
# Applicants	Σ	9490	9567	12810	14077
	f				
	m				
Application rate		2372,50%	2733,43%	3202,50%	3128,22%
# First-Year Students (accepted applicants)	Σ	380	340	395	425
	f	208	188	246	238
	m	172	152	149	187
Rate of female		0,547368421	0,552941176	0,62278481	0,56
# Foreign Students	Σ	13	12	20	10
	f	8	4	11	6
	m	5	8	9	4
Rate of foreign		0,034210526	0,035294118	0,050632911	0,023529412
Percentage of occupied study places		95,00%	97,14%	98,75%	94,44%
# Graduates	Σ	282	161	-	-
	f	170	100	-	-
	m	112	61	-	-
Active Students		86	171	-	-
Success rate		96.84%	97.65%	-	-
Dropout rate		3,16%	2,35%	-	-
Dropout number		12	8	-	-
Average duration		4,3	3,9	-	-
Average grade of		3,56	3,61	-	-

Table 2: Statistical Data Master in Law

		Cohort 2016/2017	Cohort 2017/2018	Cohort 2018/2019	Cohort 2019/2020
# Study Places		50	50	50	50
# Applicants	Σ	88	95	93	112
	f				
	m				
Application rate		176,00%	190,00%	186,00%	224,00%
# First-Year Students (accepted applicants)	Σ	46	41	38	43
	f	15	28	17	18
	m	31	13	21	25
Rate of female		0,326086957	0,682926829	0,447368421	0,418604651
# Foreign Students	Σ	1	0	1	0
	f	0	0	1	0
	m	1	0	0	0
Rate of foreign		0,02173913	0	0,026315789	0
Percentage of occupied study places		92,00%	82,00%	76,00%	86,00%
# Graduates	Σ	42	34	29	12
	f	14	21	13	6
	m	28	13	16	6
Active Students		1	0	6	19
Success rate		91.30%	82.93%	92.11%	-
Dropout rate		8,70%	17,07%	7,89%	-
Dropout number		4	7	3	-
Average duration		2,4	2,3	2,3	-
Average grade of		3,6	3,67	3,65	-

In the last accreditation from Audit Mutu Internal or Internal Quality Audit (AMI) from UGM in 2020, the **Bachelor of Politics and Government (BPG)** received two inputs. Firstly, AMI suggests that BPG needs to standardise and to complete syllabi. In order to follow up the first input, BPG has established regular meetings before the new semester to develop Semester Course Outline &

Lesson Plans (RPKPS) for all courses based on the AMI's standard. BPG has also changed the concentration programmes in the new curricula to help the students strengthen specific knowledge that they want to focus on. BPG also develops hybrid courses allowing the students to formulate their own study planning (to enrol courses in different concentrations and/or in different departments, faculties or universities).

Secondly, AMI also suggests that BPG needs to highlight its benchmarking in the curriculum's development. In order to follow up the second input, BPG attempts to formulate two types of benchmarking in its curriculum. The process also receives and gathers inputs and feedback from partner institutions and alumni.

Lastly, BPG has developed digital learning methods, even before the COVID-19 pandemic and participates in the MBKM programme (*Merdeka Belajar Kampus Merdeka* - Independence Study Independence University). Furthermore, BPG also develops its curriculum to be in line with the MBKM programme where the students may have wider opportunities to enhance their interest and skills in interdisciplinary thinking.

According to national and University regulations, BPG evaluates its curriculum every five years to adjust it with the current political context and the job market demands. For example, in the new curriculum planning, BPG changed the clustering method into concentration so that the students can learn specific knowledge that they want to focus on. Furthermore, BPG plans to develop hybrid courses mainstreaming a method that will allow the student to learn independently where the students can enrol in courses in different concentrations and/ or in different departments on Faculty of Social and Political Sciences. These improvements based on tracer study in 2020 specifically on curriculum areas.



**Table 3: Statistical Data Bachelor in Politics and Government**

		1. 2014/2015	2. 2015/2016	3. 2016/2017	4. 2017/2018	5. 2018/2019	6. 2019/2020
# Study Places		75	75	75	75	75	75
# Applicants	∑	4822	2895	4148	5031	5056	3112
	f						
	m						
Application rate		6429,33%	3860,00%	5530,67%	6708,00%	6741,33%	4149,33%
# First-Year Student	∑	75	77	66	73	77	80
	f	37	41	30	34	34	35
	m	38	36	36	39	43	45
Rate of female students		0,49	0,53	0,45	0,47	0,44	0,44
# Foreign Students	∑	0	0	0	0	0	0
	f						
	m						
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		100,00%	102,67%	88,00%	97,33%	102,67%	106,67%
# Graduates	∑	75	76	56	51	16	0
	f	37	41	21	25	8	0
	m	38	35	31	26	8	0
Success rate		100,00%	98,70%	84,85%	69,86%	<i>not applicable</i>	<i>not applicable</i>
Dropout rate		0,00%	1,30%	15,15%	30,14%	<i>not applicable</i>	<i>not applicable</i>
Average duration of study		5,12	4,91	5,24	5,04	<i>not applicable</i>	<i>not applicable</i>
Average grade of final degree		3,4	3,41	3,39	3,3	<i>not applicable</i>	<i>not applicable</i>

The **Bachelor in Psychology Programme (BPP)** has strengthened the curriculum by integrating aspects of education, research and community service. In addition, BPP continuously updates the curriculum and learning methods by considering input from alumni and users, as well as job market demands. This is shown by the addition of new courses and contents that support graduate skills needed to compete at a global level, such as Digital Transformation/IoT, Design Thinking and Deep Learning, Psychopharmacology, Statistics 2, Presentation of Scientific Discourse, Career Planning and Development, Big Data and Management. In addition, there are improvements in learning methods by adding internship programmes and seminars that are mandatory for students. The learning methods applied in this curriculum include regular lectures, internships, independent research, Community Service Programme, international/regional seminars and writing of final project in the form of a publication manuscript. In addition to face-to-face learning, BPP also applies the use of e-learning and MOOC-based learning methods. BPP has an Ethics Committee to ensure that research adheres to scientific ethical standards.

Multiple stakeholders are involved in the revision of the curriculum, including alumni hearings, student evaluation from the EDOM, Focus Group Discussion involving academic staff, alumni and the psychology student body, as well as analysis of undergraduate curriculum in prestigious international universities. One result of the revision was that the current curriculum has a stronger focus on the opportunities for work experiences and internships in the psychological field.

**Table 4: Statistical Data Bachelor in Psychology**

		Cohort (2015)	Cohort (2016)	Cohort (2017)	Cohort (2018)	Cohort (2019)
# Study Places		200	230	200	240	240
# Applicants	∑	2093	3299	4823	7810	5425
	f	2093	3299	4823	7810	5425
	m					
Application rate		1046,50%	1434,35%	2411,50%	3254,17%	2260,42%
# First-Year Student	∑	212	225	227	272	278
	f	168	173	172	220	214
	m	44	52	55	52	64
Rate of female students		79,25%	76,89%	75,77%	80,88%	76,98%
# Foreign Students	∑	0	0	0	1	1
	f				1	0
	m					1
Rate of foreign students		0	0	0	0,003676471	0,003597122
Percentage of occupied study places		106,00%	97,83%	113,50%	113,33%	115,83%
# Graduates	∑	175	157	98	-	-
	f	150	131	81		
	m	25	26	17		
Success rate		82,55%	69,78%	43,17%	-	-
Still studying		15,09%	28,44%	55,95%	-	-
Dropout rate		2,36%	1,78%	1,32%	-	-
Average duration of study		4,6	3,6	3,8	-	-
Average grade of final degree		3,54	3,6	3,64	-	-

## Appraisal

All four programmes show high application rates, the rates of the three Bachelor programmes exceed by far the number of study places offered. Almost all study places are occupied in every year, also showing the high requirements and entry restrictions to ensure successful graduation of the students. For the **Bachelor and Master of Law**, there is also a low drop-out rate in the programmes. For the **BPG** and the **BPP**, the drop-out rate is quite low between 1 % and 2.5 % from 2015 to 2017. Many students from the cohorts since 2016 have not finished their studies yet.

There are very few foreign students in all four programmes; however the number has varied in the last years between 0 % and 1 %.

The rate of female and male students is balanced in the **BL**, **ML** and **BPG** programmes, being between 40 % and 50 %. In the **BPP**, the rate of female students is between 75 % and 80 % from 2015 to 2019.

The average duration of study has been slightly decreasing in the **BL**, **ML** and **BPP**; however, the cohorts from 2018/2019 have not finished their studies, yet. In the **BPG**, the average duration of study slightly increased in the last years, meaning that students exceed the planned time of study (four years) by one or two semester on average. All variations in the number of applicants, the number of foreign students and drop-outs are thoroughly evaluated by the University.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### Bachelor in Law (BL)

In line with the University's vision and mission, the Faculty of Law has stated the vision and mission as follow:

Vision: "a world class faculty of law which is competitive and innovative, and subservient for the nation's interest and humanity, spirited by Pancasila-based national and cultural values".

Mission:

1. Performing excellent and internationally standardised legal education and sustainable legal science development.
2. Performing legal research, which is beneficial for society.
3. Performing community services in supporting public acknowledgement and awareness of law.
4. Initiating mutual cooperation with national and international institutions.

In order to achieve the mission and vision, the programme offers a range of subjects embedded with knowledge skills and values competencies. The latter are designed proportional and rational to ensure the graduate is prepared to accelerate in the law professional or legal practitioner field after the completion of study or to take further and advance legal education either at national or global level. Accordingly, the Bachelor in Law programme provides two class programmes as an option for the students: regular class and international undergraduate programme – (IUP) class. Both programmes use a global and comparative legal perspective. However, IUP class has more emphasis on international exposure, which is shown in a higher level of English skills required for its students and its participation in international activities such as double degree programmes and exchanges. Reflecting the Faculty of Law's vision and mission and coherent with the national competencies<sup>4</sup>, the study programme has designed the graduates profiles with the following Programme Educational Objectives (PEO):

- legal practitioner, scholar and expert, which has the ability to apply the science of law through monitoring and analysis of legal issues that occurred and developed in the life of the community, in a high standard and in a responsible manner;
- legal practitioner, scholar and expert, which has the ability to master the principles, theories and concepts of law in order to be able to apply the positive law in finding and providing solutions to problems of legal cases in the community, in accordance with the scope of work or profession;
- legal practitioner, scholar and expert, which has the ability to resolve legal issues according to the scope of work or profession, according to just and fair principles of law;

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<sup>4</sup> mandated by the Law No. 20/2003 concerning the National Education System, and Presidential Regulation No. 8/2012

- legal scholars, academics, expert and practitioner which has the ability to conduct research in the field of law in a mono- and multidisciplinary way to solve problems in society; and/or
- legal practitioner, scholar and expert, which has the ability to work independently and/or in groups, to select and use appropriate methods to prepare draft legal documents with respect to the ethics of the legal profession.

In order to achieve the graduate profiles, the study programme has designed the Programme Learning Outcomes (PLO) as below:

**Table 5: Programme Learning Outcomes of Bachelor in Law**

Values	<ul style="list-style-type: none"> <li>• able to understand, internalise and implement religious and Pancasila values, and to uphold ethical responsibilities of the legal profession as well as to carry themselves with integrity in society (LO1)</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• mastery of principles, theories, doctrines and legal norms both nationally and internationally with a monodisciplinary legal research approach (LO2)</li> <li>• able to grasp and comprehend contemporary legal issues both national and international in scope (LO3)</li> </ul>
General Skills	<ul style="list-style-type: none"> <li>• able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that considers and applies legal knowledge relevant to their field (LO4)</li> <li>• able to exercise good decision making in the context of solving legal problems based on information and data analysis (LO5)</li> <li>• able to adapt, cooperate, create, contribute and innovate in applying their knowledge in their civic duties as well as to play a role as a global citizen (LO6)</li> </ul>
Specific Skills	<ul style="list-style-type: none"> <li>• able to responsibly and comprehensively apply and implement legal knowledge based on justice through research and analysis to solve current and developing legal issues both national and international in scope (LO7)</li> <li>• able to utilize their legal knowledge to conduct monodisciplinary legal research to draft legal documents by upholding ethics of the legal profession (LO8)</li> </ul>

In achieving the programme learning outcomes, the faculty and study programme are constantly working to develop courses, methods and learning achievements that are capable of addressing the challenges of the workplaces. The balanced proportion of knowledge, skills and values in the curriculum are continuously reviewed and evaluated and resulted in the 2015 curriculum.

### Master in Law (ML)

The study programme is targeted to students who currently hold positions as or aspire to be a researcher, lecturer or policy maker, which requires excellent research skill and problem-solving skill. Objective of the Master in Law programme is to create graduates of high quality who possess relevant expertise in legal science and be able to provide solutions to legal issues emerging within the society. Prospective students may choose the concentration or major based on the field of law that they are required to master, for instance, criminal law, administrative law or commercial law. To achieve the objective, the study programme breaks down the competences of the graduate that

the programme wants to achieve<sup>5</sup>. The study programme has designed the Programme Educational Objectives and Programme Learning Outcomes (PLO) as follow:

Programme Educational Objectives (PEO):

- legal scholars, researchers, think tank, strategic practitioners and policy makers that have the ability to critically analyse the situation of Indonesian justice system and its development with interdisciplinary and multidisciplinary approaches;
- legal scholars, researchers, think tanks, strategic practitioners and policy makers that have the ability to conduct research in various research methods that contribute to new legal knowledge for the benefit of Indonesia's society and globally;
- legal scholars, researchers, think tanks, strategic practitioners and policy makers that have the ability to establish solutions to the lack of legal justice systems for upholding social justice and advancing Indonesia's society and globally;
- legal scholars, researchers, think tanks, strategic practitioners and policy makers that have the ability to integrate humanity, diversity and equality and to guard ethical professions in order to collaborate, create, contribute and innovate in applying legal science in society.

**Table 6: Programme Learning Outcomes Master in Law**

Values	<ul style="list-style-type: none"> <li>• able to understand, internalize and implement religious and humanity values with the appreciation towards diversity, love and pride of the homeland, nationalism based on Pancasila, social sensitivity, concerns for society, environmental sustainability and ethics of legal profession (LO1).</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• able to understand and master theories and implementation of the development of legal science, which are explored with an interdisciplinary approach in an innovative manner (LO2).</li> </ul>
Specific Skills	<ul style="list-style-type: none"> <li>• able to critically analyse the development of legal theories and practices and able to develop cross-legal and multi-perspective scientific knowledge as well as producing solutions to legal problems and provide benefits to the community (LO3).</li> <li>• able to formulate analysis in thematic writings that are useful for developing skills in researching and developing knowledge as academics, researchers or policy makers (LO4).</li> </ul>
General Skills	<ul style="list-style-type: none"> <li>• able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of legal science that concerns to the values of justice, certainty and utility (LO5).</li> <li>• able to compile the results of the above scientific studies in the form of a thesis or final project report, publicise the academic work in the form of a thesis or final assignment report published on the University's website by upholding academic integrity in general and preventing plagiarism practices (LO6).</li> <li>• able to adapt, work together, create, contribute and innovate in applying legal science to social life (LO7).</li> </ul>

<sup>5</sup> based on Law No. 20/2003 concerning the National Education System, and Presidential Regulation No. 8/2012

## Bachelor in Psychology (BPP)

The Bachelor in Psychology programme has the following vision and mission:

Vision: “Build, develop, and promote psychology to achieve mental health, social harmony, and excellence among individuals, families, communities and the nation.”

Mission:

1. Produce psychology graduates that are able to contribute in building a society characterised by good mental health, harmony and excellence.
2. Produce psychology graduates that demonstrate leadership and have abilities to use knowledge for solving the nation’s problems.
3. Produce psychology graduates that have empathy towards society’s problems and can guide society’s development using a scientific framework.

In order to meet this goal, the BPP strives to produce scientists and researchers in the field of psychology as well as professional practitioners. These include counsellors and psychological assistants, facilitators for community development, facilitators and motivators in the field of training, entrepreneurs, user experience analysts, consumer behaviour analysts and consultants in the field of psychology or human resource who play an active role in national development while also participating actively as a members of the global community. Based on the graduate profiles and referring to the three determinations of the competence of psychology graduates<sup>6</sup>, BPP has formulated the following Programme Education Objectives (PEO) and Programme Learning Outcomes (PLO):

Programme Educational Objectives (PEO):

- Good understanding of universal and local psychological concepts and theories.
- The ability to use psychological theories to solve psychological problems for individuals, families, groups organisations and communities regardless of ethnicity, religion, race, age level, gender, socioeconomic status and culture.
- Excellent work ethic by using the principles of scientific thought processes and practices in accordance with the provisions of the Indonesian Psychological Code of Ethics.
- High moral integrity, respecting human dignity in a professional and responsible manner.

**Table 7: Programme Learning Outcomes in Bachelor in Psychology**

Values	<ul style="list-style-type: none"><li>• be pious to the Almighty God and be able to show religious attitudes;</li><li>• uphold human values in carrying out tasks, based on religion, morals, and ethics;</li><li>• contribute to improving the quality of society's life, nation, state and the</li><li>• improvement of civilisation based on Pancasila;</li><li>• acting as a citizen who is proud and loves the country, has a sense of nationalism and a sense of responsibility for the country and nation;</li></ul>
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<sup>6</sup> Indonesian National Qualifications Framework (KKNI), the Association of Indonesian Psychological Higher Education Organizers (AP2TPI) and American Psychology Association (APA)

	<ul style="list-style-type: none"> <li>• respect the diversity of cultures, views, religions and beliefs, as well as the opinions or others' original findings;</li> <li>• being cooperative and has social sensitivity and concern for society and the environment;</li> <li>• obey the law and possess discipline attitude in community and state life;</li> <li>• internalising academic values, norms and ethics;</li> <li>• demonstrate a responsible attitude towards work in their field of expertise independently;</li> <li>• internalising the spirit of independence, struggle and entrepreneurship;</li> <li>• demonstrate behaviours based on noble moral values, respect differences and be empathetic;</li> <li>• able to plan and develop a career and themselves (career and personal development); and <ul style="list-style-type: none"> <li>• able to account for work results based on the Indonesian Psychological Code of Ethics.</li> </ul> </li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• mastering the concepts and perspectives of psychology;</li> <li>• mastering the basic research methods of psychology;</li> <li>• mastering information technology and data technology literacy; and</li> <li>• uphold the principles of integrity and the psychological code of ethics in the contexts of academic and life in a responsible manner.</li> </ul>
General Skills	<ul style="list-style-type: none"> <li>• able to identify human behaviour based on the results of observations, interviews, and measurements of psychological instruments;</li> <li>• able to promote a mentally healthy, harmonious, and superior psychological well-being of individuals, families, groups, organisations and communities;</li> <li>• able to provide alternative information for solving psychological problems to maintain mental health conditions;</li> <li>• able to communicate persuasively and therapeutically (including using counselling techniques and skills); and</li> <li>• able to analyse problems and find answers through behavioural research.</li> </ul>
Specific Skills	<ul style="list-style-type: none"> <li>• able to use psychological knowledge logically, critically, systematically, and in an innovative manner;</li> <li>• Able to display performance in an independent and measurable manner;</li> <li>• Able to generate ideas and solutions based on a psychological perspective;</li> <li>• Able to convey the results of psychological research in written form (thesis/manuscript) as well as media and technology;</li> <li>• Able to use information technology; and</li> <li>• Able to speak English in a scientific context.</li> </ul>

The formulation of the graduate profiles and PEO is based on needs analysis (results of a tracer study and analysis of stakeholder needs) and refers to the vision and mission of UGM and the study programme.

## Bachelor in Politics and Government (BPG)

BPG has the following vision and mission:

Vision: “Becoming the development centre for politics and government studies in the context of academic performance, community service and research that uphold the values of humanity and democracy”.

Mission:

1. Developing academic capacity through teaching activities in order to prepare students to master theoretical and analytical skills.
2. Developing academic capacity through research activities in order to contribute to the development of science as well as of social empowerment.
3. Developing social sensibilities to contribute to community empowerment.

BPG aims to develop both theoretical and practical skills within the context of the growing dynamics of the social, economic and political environment.

The BPG programme seeks to continue to the development of science, but also continues to keep pace with the rapid social change in the era of digital revolution. Students must find quick and effective solutions for emerging social problems and also be able to create jobs. Within such context, BPG is pushed to be more innovative and creative. The infrastructure, access and network are considered essential in today’s learning process. To meet such demands, other units within the DPG, namely the Research Centre for Politics and Government (PolGov) and the Big Data Laboratory for research activities support BPG. BPG also earns international reputation and actively engages in scientific collaboration involving education, research and community services within the Indonesian regions and abroad. In developing its curriculum, BPG relies on the Indonesian National Qualification Framework (KKNI – *Kerangka Penjenjangan Kualifikasi Kompetensi*). This framework provides qualification and competencies to be fulfilled at the end of the study period.

The BPG’s graduate profiles cover the attitudes, knowledge and skill areas that are coherent with the national competencies and the Rector’s Regulation of UGM.<sup>7</sup>:

- Adaptive and agile learner: the BPG’s graduates are expected to have the fortitude and confidence of being a lifelong learner.
- Uphold democratic values: the BPG’s graduates are expected to understand and practice the democratic values in their activities.
- Integrity and humanism: the BPG’s graduates are expected to be able to work and to learn ethically, compassionately and democratically.
- Critical thinking: the BPG’s graduates are expected to be able to challenge knowledge and practice that enable them to analyse issues related to politics and government in a rigorous and critical manner.

Therefore, the BPG curriculum covers the following Expected Learning Outcomes (ELO):

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<sup>7</sup> mandated by Law No. 20/2003 on the National Education System, and Presidential Regulation No. 8/2021, the Rector of Gadjah Mada University Regulation No. 16/2016; Presidential Regulation No. 8 of 2021 on Indonesia National Qualification Framework; and Minister of Education and Culture Regulation No. 3 of 2021 on Higher Education National Standard



**Table 8: Expected Learning Outcomes for Bachelor in Politics and Government**

Attitude	<ul style="list-style-type: none"> <li>• Having responsibility, integrity, tolerance, teamwork and awareness of humanising politics (ELO1).</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Able to comprehend the basic concepts and theories in political science and government studies.</li> <li>• Able to comprehend the basic concepts and theories in political science and government studies.</li> <li>• Able to interpret the concepts and theories in political science and government studies and utilise them to analyse empirical phenomena in the field of politics and government.</li> <li>• Able to analyse issues on governance and public policy.</li> <li>• Able to analyse issues on citizenship and democracy.</li> <li>• Able to analyse issues on resource politics.</li> <li>• Able to analyse issues on electoral politics.</li> </ul>
Skills (Research and Professional)	<ul style="list-style-type: none"> <li>• Mastering English both for professional and academic purposes.</li> <li>• Able to communicate effectively (persuasion, negotiation and presentation).</li> <li>• Able to think critically and innovatively.</li> <li>• Able to conduct social research by using various methods, including the use of digital technology.</li> <li>• Able to identify alternative solutions to political and government issues.</li> </ul>

To improve the programme, BPG conducts a tracer study, where alumni with different professional backgrounds provide their inputs and feedback. These inputs and feedback will later be considerations for the curriculum evaluation in the long-term evaluation. BPG also invites inputs and feedback from students continuously to do the mid-term evaluation (annually) to the short-term evaluation (each semester). Meanwhile, the stakeholder needs are extracted from the stakeholder survey.

BPG alumni teach at various universities in Indonesia. Aside from the academic world, BPG alumni are also employed in strategic positions in executive and legislative institutions both at the national and regional levels. Furthermore, many BPG alumni have developed careers in other strategic non-governmental institutions, such as NGOs, the media and in the private sector. Besides having teaching capabilities, most of the academic staff at the faculty have reputable analytical skills in politics and government. This gives the faculty academic staff broader public trust, especially from governments at the local and national levels, thus allowing the staff to contribute to settling national or local political agendas. For instance, some of the faculty's academic staff supported the making of national regulations on elections and decentralisation in Indonesia.

## Appraisal:

The qualification objectives of **all four study programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			BP, BPG, BL, ML		

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

### Bachelor of Law

The Bachelor of Law programme aims to equip students to work on national and international level. The programme includes an international orientation with offering a regular and an international class (IUP). The IUP Class is oriented to international students or Indonesian students who are willing to obtain more international exposure orientation.

Moreover, there is an International Exposure programme, which includes student exchange programmes, dual degree programmes, international short course, international conference, international publication and international competition, e.g., double degree programme at Charles Darwin University (Australia) or Maastricht University School of Law (Netherlands), exchange programme at partner universities abroad and short courses at reputable universities abroad. Students in both classes are also engaged in international competitions, international scientific presentations and international moot court challenges, such as ICRC International Humanitarian Moot Court, Champion in Willem C. Vis West (Vienna) International Arbitration Moot Competition, Champion in the Foreign Direct Investment Arbitration Moot in Facultad de Derecho (Universidad de Buenos Aires Argentina) and Munbank Model United Nations.

In addition, the programme supports its teaching staff to engage in international academic conferences and workshops and publish in international academic journals. Moreover, several academics in the programme have held visiting academic positions in foreign universities. The support that the programme provides allows academics and the teaching staff to remain aware of the developments of their fields and widen their academic network.

### Master in Law

The Master in Law programme also offers two classes, a regular and an international class. All academic activities and courses in the regular class are delivered in Bahasa Indonesia, while in the international class, those are delivered in English.

For the regular Master in Law programme, although the courses are delivered in Bahasa Indonesia, the students are expected to be accustomed to engage with the international academic sphere through several approaches. First, utilise the international legal framework as one of primary sources in analysing legal problems and its solutions. Second, direct conversation with

international experts (foreign guest lectures). Third, providing opportunities for lectures and students to participate in international conferences and organise international postgraduate conferences (INGRACE). Fourth, established research collaboration with international institutions, which involved students. The Master in Law programme has a systematic plan to increase student's skill in accessing international journals and in writing research papers with international academic standards. To support that, students have the opportunity to join an online research workshop held by the University library and writing workshop organised by Master in Law. The programme also adds English language proficiency for one of the requirements of eligibility.

Furthermore, the Faculty of Law establishes cooperation with international institutions and foreign universities and encourages students to engage and to take part in global legal science development. Several cooperation with renowned foreign universities has been established for double degree, exchange programme or joint research activity.

### Bachelor in Psychology (BPP)

In alignment with UGM's vision, the Faculty of Psychology also envisions itself to become a leading and innovative UGM faculty and acts as a science hub for the advancement of behavioural science, serving the interests of the nation, while focusing on mental health and social harmony. In order to meet these goals, the BPP has formulated the Faculty of Psychology Strategic Plan 2017-2022. One goal of the development is the internationalisation of the programme. BPP strives to improve the quality of study programmes in accordance with international standards, by improving the quality of human resources to meet international standards through programmes of professorship and training for technology based learning. Therefore, BPP invites international professors to participate in the International Guest Lecturer Series. In addition, BPP tries to promote student internationalisation by increasing the students' participation in the international mobility programme, as well as increasing the total number of foreign students in BPP. In terms of partnerships, BPP develops and increases strategic international collaborations with international partners to facilitate research, professor exchange, student exchange, summer courses and international academic exposure.

### Bachelor of Politics and Government (BPG)

The BPG's vision is aligned with the University's motto: "Locally Rooted, Globally Respected". To implement this motto, BPG conducts various efforts, e.g., BPG manages and performs various collaborations with international partner universities in teaching activities. Students get used to international and intercultural environments such as, international conferences and exposure, international research collaboration, international journal and book as course references, student exchanges, foreign guest lecturers, immersion class, as well as international internship programmes. The faculty and BPG provide support for students, lecturers and researchers to take part in international events, collaboration and study programmes. In the last five years, BPG has carried out collaborations in research and publication with universities in Australia, the Netherlands, Belgium, the Philippines, Finland, Nepal, Norway, Sri Lanka, Sweden and Thailand. In these collaborations, the outcomes of the research also became the main sources of lecture material. In addition, the international exposure also reached the students. In the last five years, students have participated in various student exchange programmes. There were also a growing number of alumni working for several International Non-Governmental Organisations (INGOs).

Despite these efforts, BPG remains with its attempt to strengthen its international orientation, e.g. by developing more opportunities for students to engage in international collaborations.

**Appraisal:**

The programme designs of **all four study programmes** appropriately take into account the required international aspects, with respect, too, to its graduates’ employability. The study programmes include international aspects in classes and participate in international competitions. For the **Bachelor and Master in Law**, there is also an international class offered for students to engage further in international law and aiming at an international working environment.

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

**1.3 Positioning of the study programme**

The **Bachelor of Law** programme is the oldest and among the top faculty of law in Indonesia and therefore has a strong position in the educational market. Nationally, the programme has received accreditation with the highest grade from BAN P.T., the Ministry of Research, Technology and Higher Education of the Republic of Indonesia. At regional level, the programme has also been assessed by the Asian University Network Quality Assurance (AUN-QA). Furthermore, based on the QS World University by Subject 2020, UGM is also positioned in the first place in Indonesia for six disciplines of studies, including law; signifying the programme’s positioning in the educational market internationally.

Professor and lecturers from Faculty of Law have also held prominent positions such as the current Vice Minister of Law and Human Rights, Honour Judge of Constitutional Court and Member of Ethical Council of Constitutional Court. In addition, numerous graduates of the programme have had positions in governments, international organisations and educational institutions. For these achievements, the study programme is considered as one of the leading legal education institutions in Indonesia. In terms of the educational market for the students, the Bachelor in Law has allocated a specific programme dedicated for international outreach. The IUP programme at the Faculty of Law provides students with the opportunity to be involved at the international level such as internship and exchange programmes. These programmes act as one of the uniqueness and competitive aspects that contribute to the expansion of the network for its educational market. The internship programmes are part of compulsory courses that the students take in order to give them international exposure. Numerous students have had the opportunity to carry out their internships in international institutions such as foreign embassies, multinational companies, Asian-based law firms, or government institutions. These internship programmes position the faculty to allow the students to have first-hand experience working in the legal field before they graduate.

The **Master in Law** covers several strategic and significant fields of law in the Indonesian legal system. The strategic focuses are considered carefully on the basis of the necessity to contribute

legal expertise for the future of legal development in Indonesia. As the programme is aimed to create legal thinkers, the Master graduates have a choice of career from legal scholar/academician, legal research institutions, leaders in legal professional institutions, law and policies making institutions in government's body. There are various Master degree programmes in law offering different focus in fields of study at national level. The Faculty of Law at UGM offers six Master degrees. Some degrees are focused on supporting certain legal practitioner careers while Master in Law provides education for law graduates to advance academic research and problem solving skills. Therefore, the programme has a strong module on legal research and thesis writing. To accommodate the needs of specialisation in mastering in law, the study programme offers courses in Private Law (Civil Law, Business Law and Islamic Law, State Law (Constitutional Law, Administrative Law and Tax Law), International Law, Criminal Law and Agrarian and Environmental Law. What is more, the Master in Law programme in UGM has received "A" for national accreditation.

The curriculum of the **Bachelor in Politics and Government** has been opted as an example for the development of political and government studies in other universities in Indonesia. Whereas at international level, there were also several main subjects for academic collaborations with the foreign universities and partners, such as the Australia National University (ANU) in electoral studies and village governance. The industrial revolution 4.0 has brought impact to the educational world. To cope with the digitalisation, BPG has been developing its curriculum, which aims to increase the practical skills of its students. To do so, BPG has also been focusing on Big Data Analysis in 2019. Some courses have applied big data methodology and multidisciplinary approaches to understand current social phenomena.

The quality of the **Bachelor in Psychology** programme is evidenced by assessment by both national and regional quality assurance bodies. At national level, the National Accreditation Body for Higher Education (BAN PT) has given the programme an "A" accreditation for the past years. At regional level, the programme was assessed by the ASEAN University Network-Quality Assurance (AUN-QA). The result of this assessment earned the Bachelor in psychology programme AUN-QA certificate that is valid from 2014 to 2019.

#### Positioning of the programmes on the job market

The **Bachelor of Law** provides education and skill training of law courses for preparing graduates in achieving the programme learning outcome as well as graduate profiles. To have graduates who are able to be a law practitioner for example, students are obliged to take Criminal and Civil Court Practice courses. Students can learn and practice by doing a simulation of court proceedings. These include advocates, legal officers, legal entrepreneurs, judges, prosecutors, bankers and diplomats. The Faculty has also established mutual collaborations with several governmental institutions and law firms, which provide promising job vacancies for graduates and internship opportunities. The Faculty has been using forums involving alumni and other stakeholders to maintain its relationship with alumni. Based on 2020 integrated outcome tracer, the majority of graduates (41.7 %) are working in the relevant field of law expertise; with a waiting period of 2.87 months. While 10.7 % graduates are pursuing Master degrees.

Although the focus of the **Master of Law** is targeted for researchers, academics and policy makers, having a degree from this study programme also enables graduates to be legal practitioners. The several career prospects for the graduates are as follows: lecturer, legal researcher, policy maker in government institution, legal analyses in NGO, consultant/legal practitioner and other creative industry. The outcome of the Master in Law education is aligned with the focus of the study programme. According to the 2019 Tracer Study result, 90 % are working in the relevant field of law expertise targeted by the programme study; 52 % in government bodies, 34 % as lecturers in different universities, 2 % as law enforcers and 2 % in think tanks in NGOs. Finishing the study may add value for the graduate that contributes in the job seeking process. Several graduates may already pursue the career prior to enrolling in the Master in Law. In addition, 72.3 % of the graduates get the job following the graduation from the study programme.

The tracer study in 2020 shows that the alumni of the **Bachelor in Politics and Government** work in various institutions, either in the government sectors or for NGOs, finance institutions and political institutions. Since 2015, for instance, BPG has developed a cooperation with KPU (General Election Commission) where they actively articulate their needs on employment in particular electoral issues. The latest tracer study shows that the alumni of BPG directly get their first job and the average alumni need three months to get a main job after graduation. However, BPG still develops a more comprehensive programme within the MBKM programme and tries to engage more business entities to involve in the study programme activities, such as establishing the internship programme in P.T. Microsoft Indonesia.

The **Bachelor in Psychology** enables its graduates to acquire numerous skills and knowledge needed to work in jobs associated with psychology. Graduates are enabled to pursue a career in a field that is linear with psychology in accordance with each individual's focus of expertise. They may become a consultant, an assistant psychologist, work in the Human Resources Department of a company, as a facilitator in community development or motivator in training programmes, as an educator or teacher, inspirational writer or content creator or work as a researcher and academician. Students are also encouraged to participate in internships to experience potential working fields. Based on a tracer study conducted by the Directorate of Partnership, Alumni and Global Initiatives, psychology graduates are employed in diverse fields for example as entrepreneurs, civil servants, employees in local, national, multinational and international companies.

#### Positioning of the study programmes in the overall strategic concept

The University strives to be a pioneer for a world-class national university that is superior and innovative, serving the interests of the nation and humanity inspired by the nation's cultural values based on Pancasila. This is implemented through carrying out education, research, and community service as well as the preservation and development of superior and beneficial knowledge for the community. The University highlights in shaping graduates who are intelligent, creative, skilled, able to communicate and aware of the environment to carry out their responsibilities for the development, maintenance and development of culture, social life and the future of the Indonesian nation.

In line with University's mission, the **Faculty of Law** aims to be the best higher education in law with international reputation by striving to achieve these objectives:

1. To be a higher education in law with good quality in order to create graduates who are excellent and competent who may face the challenges of time and to create professional legal scholars who are skilled in the respected field.
2. To create legal research that is used as a national reference based on local excellence to realise Indonesian substantive law that is responsive towards the needs of society to achieve fair prosperity.
3. To perform community service that promotes independence of society who has sustainable legal awareness as a condition of democratic rule of law.
4. Management that embodies integrity, transparent, and accountable to support effectiveness and efficiency in utilising resources.
5. To incorporate strategic, synergic, and sustainable cooperation with alumnus and partners.

Therefore, the **Bachelor in Law** has set its vision, mission, goal and strategic plan to be in line with UGM's overall strategic concept. As a member of AUN (ASEAN University Network), UGM has also received international quality certification under the AUN criteria, which the Bachelor in Law study programme also fulfils. By integrating education and administrative system provided by UGM, the programme is performing decentralisation on academic management pursuant for each speciality and expertise, but with centralisation of administration.

The **Master in Law** has its objectives to create graduates, which possess quality and mastery of legal science who will solve legal problems in society with interdisciplinary and multidisciplinary approaches. The programme has also aimed to increase legal expertise that can support legal and system development to be more responsive and beneficial to society. The objective embodies the vision mission of Faculty and University who focuses on the interest of the nation and society.

By constituting the core of UGM and the faculty visions in international orientation activities, therefore, **Bachelor of Politics and Government** has tried to maintain its quality for years starting from lecturing, research and social empowerment activities. In the future, BPG focuses on internal and external dimensions to implement three pillars of the high educational level in Indonesia, namely teaching, research and publication as well as social empowerment activities. The internal dimension focuses on the efforts to increase the competencies among academic staff, including the effort to strengthen its curriculum continuously and the efforts to increase both the intellectual and practical competencies among the students. Whereas the external dimension focuses on the efforts to strengthen collaboration with other institutions both at national level and at international level to meet the international standards.

The **Bachelor of Psychology** is committed to develop a multidisciplinary approach to psychology, focusing on such aspects as mental health, social harmony and national strengths. Plans to implement these goals are documented in the Faculty of Psychology Strategic Plan 2017- 2022 which aligns with the UGM's Strategic Plan 2017-2022. However, in reaching these goals, the faculty's strategic plan specifically focuses on the advancement of psychological science. This includes strengthening the scientific orientation with an integrative multidisciplinary approach, strengthening of an integrative curriculum (education, research and community service),

strengthening collaborative networks (developing strategic and sustainable partnerships at both national and international level), strengthening of institutional capacities and optimising integrated information technology.

## Appraisal:

The reasons given for the positioning in the educational market of **all study programmes** are plausible. The study programmes are considered to be among the leading study programmes in their field in Indonesia.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented for **all four study programmes**. The future fields of employment for graduates are plausibly set forth. For the **Bachelor and Master of Law**, graduates work as legal practitioners and as researchers and academicians. Graduates of the **Bachelor in Politics and Government** work in governmental and non-governmental institutions. Graduates of the **Bachelor in Psychology** work as psychological consultants, teachers, in human resources or as psychological motivators and trainers.

What is more, **all four study programmes** are convincingly integrated into the overall strategic concept of UGM to pursue the three pillars education, research and community services. The study programme's qualification goals are in line with the missions and strategic planning.

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



## 2. Admission

For the **three Bachelor programmes**, there are three types of student selection:

1. SNMPTN (*Seleksi Nasional Masuk Perguruan Tinggi Negeri* - State University Entrance Selection). The selection invites high prospect students with honorary achievements from all over Indonesia based on both academic and non-academic achievements in high schools and school accreditation status (National Level).
2. SBMPTN (*Seleksi Bersama Masuk Perguruan Tinggi Negeri* - Joint Admission Selection of State Universities). The selection requires prospective students to pass the national written tests (National Level).
3. Individual Selection (*Ujian Mandiri*). UGM has set the quota for SNMPTN, SBMPTN and individual selection in percentage of 50 %, 15 % and 35 %. This includes the Achievement Path Selection. UGM has three schemes in this selection type, namely *Penelusuran Bibit Unggul Kemitraan* (PBUK), *Penelusuran Bibit Unggul Tidak Mampu* (PBUTM) and *Penelusuran Bibit Unggul Berprestasi* (PBUB).

UGM is a state University, therefore the selection process follows schemes whereby prospective students participate in national level tests which will determine their placement in one of the many state universities in Indonesia. The SNMPTN and SBMPTN is done by the National Institution for University Admission, which is under supervision of the Ministry for Educational and Cultural Affairs. The Individual selection is managed by the Directorate of Education and Teaching at UGM.

The admission requirements are stated on the UGM admission website. The admission requirements are:

1. Pass the National Examination (SMA/MA/SMK/MAK).
2. Be graduates of Senior High School (*Sekolah Menengah Atas*) in either the national science, social science or language specifications. Prospective students may also be graduates of Vocational Schools, Religious Based Schools (*Madrasah aliyah kejuruan/MAK*).
3. The graduation must not exceed three years.
4. Applicants must have Computer Based Writing Examination called UTBK.
5. Applicants can choose three undergraduate programmes in three different universities.

They are also required to demonstrate good quantitative and verbal reasoning evidenced by performance in the Gadjah Mada Scholastic Test (GMST).

Registration and Application requirement for foreign citizens are:

1. Curriculum vitae
2. Statement of financial support
3. Personal statement
4. Recommendation/nomination letter from applicants' institution
5. Copy of academic record
6. Statement of good health

For the **Master in Law**, the admission is carried out by the University and there is no national selection test. There are two stages of the admission process namely document assessment and admission tests. For document assessment, prospective students prepare documents required for admission to prove the eligibility to take the admission test. Some aspects of the eligibility include achievement in Bachelor degree stage, academic and English proficiency, as well as the readiness of the applicant for Master degree.

Eligible applicant should:

- be a graduate of Bachelor of Laws or Bachelor of Islamic Laws with minimum GPA (Grade Point Average) of 2.75 from a Faculty of Law with accreditation A or Minimum GPA (Grade Point Average) of 3.00 from a Faculty of Law with accreditation B. To confirm the accreditation of the university, applicants should attach the certificate of accreditation issued by BAN-PT. Applicants who graduated from foreign universities shall attach the equalization certificate issued by the Ministry of Education of the Republic of Indonesia.
- meet English requirement which 450 TOEFLS for regular and 525 TOEFL for international class.

#### Counselling for prospective students

UGM has an online and offline help desk to provide services for prospective students. The prospective students can find all the necessary information on the University website and the respective faculty website.<sup>8</sup> The website contains information concerning admission and academic matters as well as information related to the curriculum. For further questions, the prospective students can contact the admission office by phone, email and WhatsApp or visit the Student Admission Office. People interested in the programmes can also ask questions and information through the University's social media accounts of UGM's Education and Teaching Directorate (*Direktorat Pendidikan dan Pengajaran* UGM-DPP UGM).

For the national process, held by LTMPT, the National Institution for University Admission, which is under supervision of the Ministry for Educational and Cultural Affairs, information and counselling service is provided on the website.<sup>9</sup>

Aside from that, there is a student union of **Bachelor of Politics and Government**, which organises annual activities for prospective students named PolGov days. The event is not only to introduce BPG, but also to engage the prospective students with the department activities, such as through sending their manuscripts or writing essays about current issues and campus tours. The **Bachelor of Psychology** also distributes information through programmes like "Psychology Goes to School" and "School Goes to Psychology". These are programmes, which are routinely conducted as a media for socialising the undergraduate programme to society. This event allows people to receive information directly from the academic staff who teach in the Faculty of Psychology.

For the **Bachelor and Master in Law**, the Faculty of Law holds an open house event annually. The prospective students visit the campus and the academic staff are available to consult them. Besides the open house, the Faculty also takes part in several education fairs. There are staff that are

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<sup>8</sup> see: <http://um.ugm.ac.id> (last accessed September 29, 2022)

<sup>9</sup> see: <http://ltmpt.ac.id> (last accessed September 29, 2022)

assigned in the educational fair to do presentations of study programmes and stay in the booth to provide information and counselling for prospective students.

### Selection procedure

To ensure that the prospective students are well qualified, the selection procedure through State University Entrance Selection (SNMPTN) is based on the Student Index and School Index. The Student Index consists of the grade of the National Examination subjects (Semester I-V), the Minimum Completion Criteria, Academic Achievement, the Non-Academic Achievement and community empowerment. The School Index consists of School Accreditation, Class Type, SNMPTN Index and Independent Index. For each component of the Student and School Index, a score is given by the Rector. The final value of the SNMPTN selection is based on the weight of the Student Index and School Index determined by the Rector.

Moreover, the University organises its own University level selection scheme namely the Independent Exam (*Ujian Mandiri*) which includes a track for students who have demonstrated excellence in a range of fields while also targeting prospective students from an underprivileged background. These selection schemes include the Search for Students based on Academic Merit (PBUB), Search for Underprivileged Excellent Students (PBUTM), Search for Excellent Students in Sports and Arts (PBOS) and Search for Excellent Students based on Partnerships (PBUK). The recruitment procedure for prospective students in the international programme is conducted in two main stages. The initial stage consists of selection based on English proficiency using the AcEpt test as well as quantitative and verbal reasoning using the English Gadjah Mada Scholastic Test (GMST).

For the selection in the **Master of Law**, applicants submit the documents proving the eligibility via the website of UGM<sup>10</sup>. Several documents required in this stage include diploma, recommendation letter, English language proficiency test certificate. Eligible applicants proceed to the second stage of the selection in Faculty of Law. During the period of three years several improvements on the selection process had been made. Previously the selection process had two steps: document assessment and writing a substantive test for evaluation of the candidate's general knowledge on law and their analytical skill. Starting in 2020, the interview session was added to the assessment. Interview process is necessary to assess personal motivation and of the applicant. The next following year, applicants are required to submit a research proposal. The proposal will reflect the prior knowledge as well as the readiness of the applicant to enrol education in Master in Law.

### Foreign Language proficiency

For the **Bachelor in Law**, foreign language proficiency is only mandatory for IUP class because the selection is managed directly by the University. The minimum score to apply to IUP is a minimum of 500 on the TOEFL. For the regular class, foreign language proficiency is not mandatory.

For the **Master in Law**, English and academic proficiency is one of the important requirements for eligible applicants. For regular programme, the minimum requirement for English proficiency is 450 TOEFL or equal for other English language proficiency tests. The academic proficiency (assessed by *Tes Potensi Akademik*) minimum score is 450. The international class has significantly

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<sup>10</sup> see: <http://um.ugm.ac.id> (last accessed September 29, 2022)

higher English proficiency requirements as the courses are delivered in English and has more international exposure. Applicants of the international class should provide a valid certificate of English proficiency test:

1. Academic English Proficiency Test (AcEPT) from UGM with minimum score of 305,
2. International English Testing System (IELTS) under IDP institutions with a minimum score of 6.00,
3. TOEFL ITP under IIEF institutions with minimum score of 525.

For the **Bachelor in Politics and Government**, UGM does not have a regulation on English language proficiency, since it is a regular programme taught in Bahasa Indonesia. The English requirement is part of the national examination to enter the University so that the students who pass the test may have fulfilled the English proficiency for studying any materials given for students at University level.

For the **Bachelor in Psychology**, prospective students are obliged to take the AcEPT Test which is organised by UGM after students from the regular stream have successfully passed the selection process. This test is given before students participate in the orientation programmes and it aims to assess students' English proficiency. When students have almost reached the end of their study term, students must take the test again before they are allowed to take the undergraduate thesis exam. This is to monitor the students English proficiency following their years of study in the BPP. In contrast, among students in the IUP programme, English proficiency is one of the requirements to enter. Speaking abilities are assessed through the interviews and leaderless group discussion (LGD). While writing skills are assessed through an essay exam, where the prospective students must demonstrate the ability to produce a coherent and well-structured essay in English.

#### Transparency and Documentation of Admission procedure and decision

The admission procedure and decision can be accessed by all responsible services in the University admission system on the website. After the selection process finishes, applicants will receive email notification whether accepted or not. The admission is centralised in an online portal where the applicant can see their history and result. The applicant may open the portal and check the status and score. As the output of the admission process, the assessed eligible applicants are listed based on ranks stored as internal documents. This information is not disclosed to the applicant, however if it is necessary and the applicant wishes to see, the rank will be shown.

For the international programmes, the decision to admit students is made at faculty level. The respective faculty holds a meeting specifically to determine which students are admitted to the programme.

#### **Appraisal:**

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to a student counselling service, or to an online and offline helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is

provided by defined office hours, by telephone and via e-mail. What is more, the University organises events for potential students to inform about the programmes.

The selection procedure is transparent and ensures that qualified students are admitted. For **all three Bachelor programmes**, the student selection is based on national regulation. For the **Master of Law**, the student selection is organised by the University. Professional experiences are not required for any of the four programmes.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). For **all Bachelor programmes**, a language test is part of the national examination for admission. For the international classes, UGM also conducts additional language tests. For the **Master of Law**, there is a higher requirement for English language skill, which is TOEFL 450 or a comparable language certificate for the regular track and TOEFL 525 or a comparable language certificate for the international track.

The admission procedure is described, documented and accessible for interested parties. For the **three Bachelor programmes**, the admission procedures and decision-making are determined by national regulations. For the **Master in Laws**, the admission procedure and decision are carried out by UGM. For all programmes, the admission decision is based on transparent criteria and is communicated in writing. Students in the Bachelor programmes receive their results via the national online platform, for the Master in Law, applicants receive an email with their result from UGM.

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

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

The curriculum of the **Bachelor in Law** starts with the introductory courses on values and general knowledge of law in the first semester and then begins with fundamental courses on specific law in the second semester. The third to fifth semester offers in-depth and skills courses, which are more specific than the fundamental courses. The sixth semester offers elective courses, which usually have fewer students – as they have been classified into areas of specialisation.

The students sharpen their analytical and research capacities, which can be deemed the precondition before writing a Bachelor thesis and valuable for handling factual cases in reality after they accomplish their study. The students may also choose elective courses, which have a strong emphasis on skills such as monitoring court and anti-corruption activities, designing the contract and other lawyering skills. Semester seven can be used for writing the thesis and conducting community services.

The management of Bachelor in Law study programmes tries to design a balanced approach towards the curriculum. On the one hand, it does not want the students to regard that everything that occurs in practice is the correct or the ideal one. Hence, robust conceptual courses are offered. On the other hand, the study programme also accommodates a large proportion of skill courses.

The study programme offers 54 courses for regular class and 49 courses for IUP class. The difference is mainly caused by the practical and efficiency aspect to support the international orientation in IUP class. For example, in the University mandated courses, there are two courses delivered separately in regular class, but combined in the IUP class. However, both programmes are composed of 146 credits (SKS), for the students to be fulfilled in order to obtain the degree. The courses are designed in a proportional attribution of competencies of knowledge, skills and values. In achieving this goal, the offered courses are classified into four main themes:

Type of Courses	Regular Undergraduate	International Undergraduate
<b>University mandated courses</b>	<b>4 courses</b>	<b>3 courses</b>
<b>Faculty mandated courses</b>	<b>50 courses</b>	<b>46 courses</b>
Knowledge of law	33 courses	30 courses
Ethics for Legal Profession Course	1 course	1 course
Skill Courses	8 courses	8 courses
Undergraduate thesis	1 course	1 course
Areas of Specialization Course	7 Courses	6 Courses
<b>Total</b>	<b>54 courses</b>	<b>49 courses</b>

Moreover, the internship programme has been standardised as a selective course in the regular class and IUP class, as a step toward achieving a graduate profile that is ready for work in real-life situations.



34	Environmental Conservation Law					2 SKS				23	28	
35	Method of Legal Research					2 SKS				23	28	
<b>6th Semester</b>												
						<b>22 SKS</b>				<b>253</b>	<b>308</b>	
36	Law and Human Rights					2 SKS				23	28	
37	Law and Society					2 SKS				23	28	
38	Legal Drafting					2 SKS				23	28	
39	Introduction to Legal Practices: Criminal Court Practise					4 SKS				46	56	
40	Introduction to Legal Practices: elective					2 SKS				23	28	
41	Introduction to Legal Practices: elective					2 SKS				23	28	
42	Area of Specialization Course					2 SKS				23	28	
43	Area of Specialization Course					2 SKS				23	28	
44	Area of Specialization Course					2 SKS				23	28	
45	Area of Specialization Course					2 SKS				23	28	
<b>7th Semester</b>												
						<b>20 SKS</b>				<b>230</b>	<b>280</b>	
46	International Criminal Law					2 SKS				23	28	
47	Contract Drafting					2 SKS				23	28	
48	Legal Research					4 SKS				46	56	
49	Introduction to Legal Practices: Civil Court Practise					4 SKS				46	56	
50	Introduction to Legal Practices: elective					2 SKS				23	28	
52	Area of Specialization Course					2 SKS				23	28	
52	Area of Specialization Course					2 SKS				23	28	
53	Area of Specialization Course					2 SKS				23	28	
<b>8th Semester</b>												
										<b>3 SKS</b>	<b>35</b>	<b>42</b>
54	Community Service									3 SKS	35	42
<b>Total</b>		<b>19 SKS</b>	<b>23 SKS</b>	<b>22 SKS</b>	<b>23 SKS</b>	<b>14 SKS</b>	<b>22 SKS</b>	<b>20 SKS</b>	<b>3 SKS</b>	<b>1686</b>	<b>2044</b>	
<b>146 SKS</b>												

**Table 10: Curriculum Bachelor in Law International class (IUP)**

<b>1st Semester</b>											
Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
		<b>18 SKS</b>								<b>196</b>	<b>350</b>
1	Indonesian Values and Ideology	3 SKS								23	28
3	Religion	2 SKS								23	28
4	Introduction to Law	4 SKS								23	28
5	Introduction to Indonesian Law	3 SKS								46	56
6	General Theory of the State	2 SKS								35	42
7	Ethics for the Legal Professions	2 SKS								23	28
8	Accounting for Lawyers	2 SKS								23	28



<b>2nd Semester</b>											
									<b>23 SKS</b>	<b>265</b>	<b>322</b>
8	International Law			4 SKS						46	56
9	Constitutional Law			4 SKS						46	56
10	Administrative Law			4 SKS						46	56
11	Civil Law			4 SKS						46	56
12	Criminal Law			4 SKS						46	56
13	Research Methodology			3 SKS						35	42
<b>3rd Semester</b>											
									<b>24 SKS</b>	<b>278</b>	<b>336</b>
14	Environmental Law			3 SKS						35	42
15	Business Law			4 SKS						46	56
16	Islamic Law			4 SKS						46	56
17	International Organization Law			3 SKS						35	42
18	Criminal Procedural Law			3 SKS						35	42
19	Constitution and Legislation			3 SKS						35	42
20	Oversight of the Administration Law			4 SKS						46	56
<b>4th Semester</b>											
									<b>24 SKS</b>	<b>278</b>	<b>336</b>
21	Contract Law			3 SKS						35	42
22	Adat Law			2 SKS						23	28
23	Tax Law			4 SKS						46	56
24	Special Criminal Law			3 SKS						35	42
25	Natural Resources Law			3 SKS						35	42
26	International Economic Law			2 SKS						23	28
27	International Business Transactions			3 SKS						35	42
28	Civil Procedural Law			4 SKS						46	56
<b>5th Semester</b>											
									<b>23 SKS</b>	<b>265</b>	<b>322</b>
29	Land Law			2 SKS						23	28
30	Philosophy of Law			2 SKS						23	28
31	Labor Law			2 SKS						23	28
32	Legal Audit			2 SKS						23	28
33	International Environmental Law			2 SKS						23	28
34	Human Rights Law			2 SKS						23	28
35	Conflict of Laws			2 SKS						23	28
36	Legal Writing			3 SKS						35	42
37	Internship (I/II)			2 SKS						23	28
38	Civil Court Practise			4 SKS						46	56
<b>6th Semester</b>											
									<b>18 SKS</b>	<b>209</b>	<b>252</b>
39	Interviewing, Counseling, and Negotiation			3 SKS						35	42
40	Criminal Court Practise			4 SKS						46	56
41	Internship (I/II)			2 SKS						23	28
42	Elective Course 1			3 SKS						35	42
43	Elective Course 2			3 SKS						35	42
44	Elective Course 3			3 SKS						35	42

<b>7th Semester</b>											
									<b>13 SKS</b>	<b>151</b>	<b>182</b>
44	Legal Research								4 SKS	46	56
45	Elective Course 4								3 SKS	35	42
46	Elective Course 5								3 SKS	35	42
47	Elective Course 6								3 SKS	35	42
<b>8th Semester</b>											
									<b>3</b>	<b>35</b>	<b>42</b>
48	Community Service								3 SKS	35	42
<b>Total</b>		<b>18 SKS</b>	<b>23 SKS</b>	<b>24 SKS</b>	<b>24 SKS</b>	<b>23 SKS</b>	<b>18 SKS</b>	<b>13 SKS</b>	<b>3 SKS</b>	<b>1677</b>	<b>2142</b>
		146 SKS									

In the **Master in Law**, students are expected to choose the concentration during the admission stage. The concentration is based on their interest, focus, their professional background and their legal field focus in Bachelor degree (although the programme does not require the prospective student to have prior professional experience).

The study begins with the foundational courses for Master students. Furthermore, the students also begin their concentration courses in the first semester. Additionally, the students also have to take the elective courses. This is an important aspect of the Master in Law – both in regular and international class – encourages the interdisciplinary and multidisciplinary study, which is needed for the graduates that will focus on academic and research fields. The concentration and elective courses are taken in the first and second semesters. The students sharpen their analytical and research skills while taking these concentration and elective courses to prepare for their thesis writing in the third semester. Furthermore, for the international class, students also need to take an international exposure course in their third semester. They could choose different activities based on categories set by the study programme. Although there is an emphasis on international exposure for the international class students, the regular class students still have opportunities to have international exposure activities such as exchange programmes or international conferences. The curriculum of the Master in Law is designed to enable the students to master values, knowledge, specific skills and generic skills reflected from the objectives of the study programme.

With courses such as Theory of Law, Sociology of Law, Legal Policy and Research Method, student's understanding on legal theories, implementation of law and skill on legal research is trained. The other courses are specialised cluster courses, which focus on a certain field of law chosen by students. These courses will enhance the knowledge of the graduates on the topics related with their research interest.

Type of Courses	Regular Master in Law Credits (SKS)	Regular Master in Law Credits (ECTS)	International Master in Law Credits (SKS)	International Master in Law Credits (ECTS)
Compulsory courses	9	16.2	12	18
Areas of Specialization courses	30	54	24	43.2
International exposure	-	-	3	5.4
Master thesis	6	10.8	6	10.8
<b>Total</b>	<b>45</b>	<b>81</b>	<b>45</b>	<b>77.4</b>

In total, there are seven concentrations for the regular basis: Private Law, Business Law, Islamic Law, International Law, Constitutional Law, Adat Law and Agrarian and Environmental Law. For the international class, there are four concentrations: Business Law, International Law, Law and Governance and Criminal Law.

**Table 11: Curriculum Master in Law Regular class**

<b>1<sup>st</sup> Semester</b>						
Modul No.	Title of Module / Course Unit	Credit Points per Semester			Workload	
		1.	2.	3.	Hours in Class	Hours Self-Study
<b>M1</b>	<b>Modul 1 Compulsory</b>	<b>7 SKS</b>			<b>81</b>	<b>196</b>
M 1.1	Legal Theory	3 SKS			35	84
M 1.2	Sociology of Law	2 SKS			23	56
M 1.3	Politics of Law	2 SKS			23	56
<b>M2</b>	<b>Modul 2 Concentration</b>	<b>9 SKS</b>			<b>105</b>	<b>252</b>
M 2.1	Concentration Course 1	3 SKS			35	84
M 2.3	Concentration Course 2	3 SKS			35	84
M 2.3	Concentration Course 3	3 SKS			35	84
<b>M3</b>	<b>Modul 3 Elective</b>	<b>3 SKS</b>			<b>35</b>	<b>84</b>
M 3.1	Elective Course 1	3 SKS			35	84
<b>2<sup>nd</sup> Semester</b>						
<b>M1</b>	<b>Modul 1 Compulsory</b>		<b>2 SKS</b>		<b>23</b>	<b>56</b>
M 1.4	Methodology of Legal Research		2 SKS		23	56
<b>M2</b>	<b>Modul 2 Concentration</b>		<b>15 SKS</b>		<b>175</b>	<b>420</b>
M 2.4	Concentration Course 4		3 SKS		35	84
M 2.5	Concentration Course 5		3 SKS		35	84
M 2.6	Concentration Course 6		3 SKS		35	84
M 2.7	Concentration Course 7		3 SKS		35	84
M 2.8	Concentration Course 8		3 SKS		35	84
<b>M3</b>	<b>Modul 3 Elective</b>		<b>3 SKS</b>		<b>35</b>	<b>84</b>
M 3.2	Elective Course 2		3 SKS		35	84
<b>3<sup>rd</sup> Semester</b>						
<b>M1</b>	<b>Modul 1 Compulsory</b>			<b>6 SKS</b>	<b>0</b>	<b>300</b>
M.1.5	Master's Thesis			6 SKS	0	300
<b>Total</b>		<b>19 SKS</b>	<b>20 SKS</b>	<b>6 SKS</b>	<b>454</b>	<b>1392</b>
		<b>45 SKS</b>				

**Table 12: Curriculum Master of Law International class**

<b>1<sup>st</sup> Semester</b>						
<b>Modu l No.</b>	<b>Title of Module / Course Unit</b>	<b>Credit Points per Semester</b>			<b>Workload</b>	
		<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>Hours in Class</b>	<b>Hours Self-Study</b>
<b>M1</b>	<b>Modul 1 Compulsory</b>	<b>7 SKS</b>			<b>81</b>	<b>196</b>
M 1.1	Legal Theory	3 SKS			35	84
M 1.2	Law and Politics	2 SKS			23	56
M 1.3	Sociology of Law	2 SKS			23	56
<b>M2</b>	<b>Modul 2 Concentration</b>	<b>6 SKS</b>			<b>70</b>	<b>168</b>
M 2.1	Concentration Course 1	3 SKS			35	84
M 2.2	Concentration Course 2	3 SKS			35	84
<b>M3</b>	<b>Modul 3 Elective</b>	<b>6 SKS</b>			<b>70</b>	<b>168</b>
M 3.1	Elective Course 1	3 SKS			35	84
M 3.2	Elective Course 2	3 SKS			35	84
<b>2<sup>nd</sup> Semester</b>						
<b>M1</b>	<b>Modul 1 Compulsory</b>		<b>5 SKS</b>		<b>58</b>	<b>140</b>
M 1.4	Methodology of Legal Research and Legal Writing		3 SKS		35	84
M 1.5	Human Rights Law		2 SKS		23	56
<b>M2</b>	<b>Modul 2 Concentration</b>		<b>6 SKS</b>		<b>70</b>	<b>168</b>
M 2.3	Concentration Course 3		3 SKS		35	84
M 2.4	Concentration Course 4		3 SKS		35	84
<b>M3</b>	<b>Modul 3 Elective</b>		<b>6 SKS</b>		<b>70</b>	<b>168</b>
M 3.3	Elective Course 3		3 SKS		35	84
M 3.4	Elective Course 4		3 SKS		35	84
<b>3<sup>rd</sup> Semester</b>						
<b>M1</b>	<b>Modul 1 Compulsory</b>			<b>9 SKS</b>	<b>35</b>	<b>384</b>
M 1.6	International Exposure			3 SKS	35	84
M 1.7	Master's Thesis			6 SKS	0	300
<b>Total</b>		<b>19 SKS</b>	<b>17 SKS</b>	<b>9 SKS</b>	<b>454</b>	<b>1392</b>
		<b>45 SKS</b>				

The curriculum of the **Bachelor in Politics and Government (BPG)** provides students with a multi-disciplinary learning experience by connecting different approaches in content and methods of delivery. Before the implementation of the current curricula, the BPG curricula focused more on preparing students to work in the government sector. The curriculum has broadened its scope so that it covers the learning process in the non-government sectors as well. In general, there are three

main competencies that students will gain from the BPG. First, the students will learn how to identify and formulate the problem in social and political issues, develop it into academic research or academic paper. Second, the student understands the basic methodologies and approaches in politics and government studies. Third, the students will learn how to employ theory and methodology as analytical tools to provide a rigorous analysis on certain social and political phenomena.

In the first year, students are introduced to basic values and knowledge in order to strengthen character building and to strengthen methodological competencies, such as approaches and methods in political science. Intermediate knowledge and skills are mostly taught in the second year where students learn the general concepts of democratic governance at every level: state, intermediary and society. At this point, students are expected to understand factual and theoretical knowledge in broader contexts as well as to exercise practical skills required to generate solutions to political and governmental problems. In the third year, students focus their learning process on one of three concentrations, including research interests accordingly. The elective courses are divided into three clusters representing the interest of study, namely the state, the society and the intermediary. The state topic is intended for students who are interested in governance issues both at the local and national levels. The society topic is targeted at those who are willing to deepen their interest in contemporary social problems, such as political identity, social empowerment and gender issues. While the intermediary topic is aimed at students focusing on political parties, parliament processes, electoral and the role of non-governmental institutions. This research interest will be reflected in their undergraduate thesis in the fourth year.

Furthermore, students could begin to develop professional skills by either joining courses on entrepreneurship, applying for internships or developing their own research. By the end of their study time, students will possess advanced knowledge of politics and government, including critical theories and principles. Furthermore, they can perform practical skills to solve complex and unpredictable problems in the political and governmental realm.

**Table 13: Curriculum Bachelor in Politics and Government**

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study
<b>1<sup>st</sup> Semester</b>											
<b>University Compulsory Course</b>		<b>9</b>									
UNU 100	Religion (Islam, Buddhism, Hinduism, Catholic, Christian)	2								23,4	56
UNU 110	National Ideology	2								23,4	56
SPF 1109	Human Rights and Citizenship	3								35	84
SPU 1001	Campus Orientation	1								11,6	28
SPU 1105	Academic Writing	1								11,6	28
<b>Faculty Compulsory Course</b>		<b>9</b>									
SPU 1109	Introduction to Political Sciences	3								35	84
SPU 1103	History of Indonesian Social Politics	3								35	84
SPU 1100	Basic of Social Sciences	3								35	84
<b>Department Compulsory Course</b>		<b>6</b>									
SPF 1106	Introduction to Government Studies	3								35	84
SPF 1105	Introductions to Economics	3								35	84
<b>2<sup>nd</sup> Semester</b>											
<b>Department Compulsory Course</b>		<b>9</b>									
SPU 1209	Political Theory		3							35	84
SPF 1207	Indonesian Political Thoughts		3							35	84
SPF 1208	Politics of Law		3							35	84
<b>Department Compulsory Course</b>		<b>15</b>									
SPF 1200	Methodology of Political Science		3							35	84
SPF 1221	Government System and Institution		3							35	84
SPF 1231	Political Party		3							35	84
SPF 1241	Civil Society		3							35	84
SPU 1120	Indonesian Political and Social System		3							35	84
<b>3<sup>rd</sup> Semester</b>											
<b>Faculty Compulsory Course</b>			<b>3</b>								
SPU 2307	Social Research Method 1 (Quantitative)		3							35	84
<b>Department Compulsory Course</b>			<b>12</b>								
SPF 2308	Indonesian Political Analysis		3							35	84
SPF 2323	Political Decentralization and Regional Autonomy		3							35	84
SPF 2332	General Election		3							35	84
SPF 2334	Economic Society		3							35	84
<b>Department Elective Courses</b>			<b>15</b>								
SPF 2324	Bureaucracy		3							35	84
SPF 2373	Parliament		3							35	84
SPF 3571	Political Behavior		3							35	84
SPF 2381	Governing The Community		3							35	84
SPF 2398	Government Management		3							35	84

<b>4<sup>th</sup> Semester</b>										
<b>Department Compulsory Course</b>										<b>18</b>
SPU 2403	Social Research Method 2 (Qualitative)								3	35 84
SPF 2453	Capacity Building for Public Organization								3	35 84
SPF 2454	Strategy and Technique of Political Communication								3	35 84
SPF 2423	Public Policy								3	35 84
<b>Department Elective Courses</b>										<b>21</b>
SPF 3463	Public Service								3	35 84
SPF 2485	Political Change								3	35 84
SPF 2496	Politics and Technology								3	35 84
SPF 2491	Labor Politics								3	35 84
SPF 2492	Agrarian Politics								3	35 84
SPF 2476	Extra Parliamentary Politics								3	35 84
SPF 2474	Organizing Political Party								3	35 84
<b>5<sup>th</sup> Semester</b>										
<b>Department Compulsory Course</b>										<b>9</b>
SPF 3551	Network Management								3	35 84
SPF 3552	Risk Management								3	35 84
SPF 3502	Research Planning								3	35 84
<b>Department Elective Courses</b>										<b>21</b>
SPF 3561	Politics of State Finance								3	35 84
SPF 3562	Rural Government and Politics								3	35 84
SPF 3572	Politics of Representation								3	35 84
SPF 3584	Management of Social Empowerment								3	35 84
SPF 3592	Urban Politics								3	35 84
SPF 3599	Religion and Politics								3	35 84
SPF 3590	Border Governance								3	35 84
<b>6<sup>th</sup> Semester</b>										
<b>Department Elective Courses</b>										<b>24</b>
SPF 3664	Public Policy Analysis								3	35 84
SPF 3674	Political Party and Public Policy								3	35 84
SPF 3683	Identity Politics and Multiculturalism								3	35 84
SPF 3682	Conflict Management								3	35 84
SPF 3694	Capita Selecta: Social Entrepreneurship								3	35 84
SPF 3695	Politics of Natural Resources								3	35 84
SPF 3697	Management of Election								3	35 84
SPF 3510	Internship								3	14 40
<b>7<sup>th</sup> Semester</b>										
UNU 5000	dent Community Service-Community Empowerment Learning								3	7 288
UNU 6000	Bachelor Thesis								6	14 140
<b>8<sup>th</sup> Semester</b>										
UNU 6000	Bachelor Thesis								6	14 140
<b>total</b>		<b>24</b>	<b>24</b>	<b>30</b>	<b>33</b>	<b>30</b>	<b>24</b>	<b>9</b>	<b>6</b>	<b>1939 5144</b>



The **Bachelor in Psychology (BPP)** updates its curriculum every five years in accordance with the Indonesian National Qualification Framework and the Association of the Indonesian Implementation of Higher Education of Psychology, as well as the American Psychological Association. In developing the relevant competences to achieve the vision and mission of the programme, BPP's curriculum was developed using an outcome-based approach. At the initial stage, the BPP formulated the graduate profiles, which were relevant to the field of psychology as well as the needs of the nation to determine the programme objectives.

The curriculum was developed with respect to the development of psychology in cognitive and brain science. With regard to meeting the demands of the era, courses focus on developing critical thinking and academic skills, as well as providing more opportunities for internships and job placements in psychology. The BPP maps the numerous courses (psychology and non-psychology) to align them with the curriculum. The curriculum map is arranged from the basic level, which consists of courses taken from the first semester until the third semester and then followed by courses at the application level, which are taken from the fourth semester until the students work on their undergraduate thesis.

**Table 14: Curriculum Bachelor in Psychology**

Title of Module / Course Unit	Credit Points per Semester							Workload	
	1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
<b>1st Semester</b>									
<b>Basic Courses (Compulsory)</b>	<b>32</b>								
Indonesian	2							23,33	56
Learning How to Learn and Science Communication	0							11,66	28
Biopsychology I	2							23,33	56
Philosophy & Logic	2							23,33	56
Code of Ethics in Psychology	1							11,66	28
Buddhism	2							23,33	56
Hinduism	2							23,33	56



PSI20 1502	Elective: Elective Internship or Elective Courses (at the faculty, other study programs or universities)					4			46,66	112
PSI20	Compulsory Internship					7			81,66	196
<b>AC</b>	<b>Applied Courses (Compulsory-Elective Group)</b>					<b>4</b>				
PSI2	Recruitment and Selection					2			23,33	56
PSI2	Human Resource Training and Development					2			23,33	56
0150	Reward System					2			23,33	56
0150	Organizational Development					2			23,33	56
0150	Conflict Management and Resolution					2			23,33	56
0150	Community Empowerment and Psychoeducation					2			23,33	56
0151	Children and Youth Counseling					2			23,33	56
PSI20	Children and Youth Development Stimulation					2			23,33	56
PSI20	Assessment of Aptitude					2			23,33	56
PSI20	Non-Projective Personality Assessment					2			23,33	56
PSI20	Projective Personality Assessment					2			23,33	56
<b>6th Semester</b>										
<b>AC</b>	<b>Applied Courses (Compulsory)</b>					<b>12</b>				
PSI20	Thesis Writing Technique					2			23,33	56
UNU4	Student Service Learning					3			35	84
PSI20	Compulsory Internship					7			81,66	196
<b>AC</b>	<b>Applied Courses (Elective)</b>					<b>10</b>				
0160 1	Elective: Elective Internship or Elective Courses (at the faculty, other study programs or universities)					10			116,66	280
<b>7th Semester</b>										
<b>AC</b>	<b>Applied Courses (Compulsory)</b>								<b>5</b>	
PSI20	Thesis Writing								5	58,33 140
<b>AC</b>	<b>Applied Courses (Elective)</b>								*	
	Elective: Elective Internship or Elective Courses (at the faculty, other study programs or universities)								*	
<b>TOTAL</b>		<b>32</b>	<b>24</b>	<b>23</b>	<b>19</b>	<b>19</b>	<b>22</b>	<b>5</b>	<b>1703</b>	<b>4088</b>
						<b>144</b>				
<b>Elective Course After 4th Semester</b>										
<b>Applied Courses (Elective)</b>										
	Digital Transformation /the Internet of Things								23,33	56
	Design Thinking and Deep Learning								23,33	56
	The Psychology of Art And Creativity								23,33	56
	Introduction to Epidemiology and Public Mental Health								23,33	56
	Psychopharmacology								23,33	56
	The Psychology of Emotion								23,33	56
	The Psychology of Preschool Education								23,33	56
	Big Data Management								23,33	56
	The Psychology of Aging								23,33	56
	The Developmental Psychology in Early Childhood								23,33	56
	Innovation and Entrepreneurship						2		23,33	56
	Industrial Relations								23,33	56
	Consumer Behavior								23,33	56
	Management								23,33	56
	The Psychology of the Internet								23,33	56
	The Psychology of Disasters and Crises								23,33	56
	Sports Psychology								23,33	56
	Health Psychology								23,33	56
	The Psychology of Religion and Spirituality								23,33	56
	Environmental Psychology								23,33	56

### Rationale for degree and programme name

The names and degrees of **all four study programmes** are formulated based on national regulations and decrees, namely:

1. Minister of Research, Technology, and Higher Education Regulation No. 33 of 2018 on Study Program Naming at the University.
2. Minister of Research, Technology, and Higher Education Decree No. 57/M/KPT/2019 on Name of Study Program the University.
3. Director of Study and Students Affairs of the Ministry of Research, Technology, and Higher Education Decree No. 46/B/HK/2019 on the List Name of The Study Program at The University.

Moreover, at University level, the official naming and degree are provided by the Rector of UGM Decree No. 1718/UN1/P/SK/HUKOR/2017 on The Naming of Study Programs at Universitas Gadjah Mada.

For the **Master in Law**, the degree-awarding is based on Rector of UGM Decree No. 379/P/SK/HT/2013 on Degree for Master in Law Faculty of Law Universitas Gadjah Mada Graduates.

The official names and degrees following the Rector Decree are:

1. “Sarjana Hukum” with “Bachelor in Law” as an official English translation name, S.H. (*Sarjana Hukum*) for Bachelor in Law Regular Class and LL.B. (Bachelor of Laws) for Bachelor in Law International Class
2. “Magister Ilmu Hukum” with “Master in Law” as an official English translation name, M.H. (*Magister Hukum*) for Master in Law Regular Class and LL.M. (Master of Laws) for Master in Law International Class
3. Undergraduate Programme of Politics and Government with the degree Bachelor of Arts in Political Science
4. Bachelor in Psychology with the degree “Sarjana Psikologi” (S.Psi.)

Apart from the regulations and decrees, for the **Bachelor in Law**, there are two reasons for choosing this name. The curriculum is designed to create generalist and specialist lawyers, such as Judge, Advocate, Prosecutor, Notary, Researcher and Academics. Therefore, the students are obliged to study various scopes of the law – both public law and private law in their first two years. Although, in their third year, they may choose specific courses as their concentration. For the **Master in Law**, the name reflects the objectives of the study programme and curriculum. Compared to other Master in Law programmes that focus on legal skills only, the ML focuses on interdisciplinary legal science, specifically the legal theory and legal development and how far legal theory could answer the societal problem. Therefore, although students are needed to choose a specific concentration they are interested in, they still have to take elective courses from other concentrations.

The **Bachelor of Politics and Government** was formed to fulfil the needs of civil servants within the Ministry of Affairs. This orientation was held until the late 1990s. Along the paradigm shift from government to governance, BPG’s curriculum design and programme objectives no longer focus on the state domain, but also on the community and intermediary domains. The qualification title

implies that the degree is an undergraduate programme, that the students have analytical knowledge in social, political and government science, which is taught by competent academics and practitioners. The programme connects with level 6 of the KKNI-Indonesian National Qualification Framework.

The **Bachelor in Psychology** is part of the UGM Faculty of Psychology, which was initially part of the Faculty of Educational Science, the Institute of Teaching and Education Sciences. The Psychology Department of UGM was then established based on a joint decree from the Minister of Higher Education and Sciences and the Minister for Education and Culture on the sixth of May 1964 No. 34 1964 and No. 32 1964. Following this, an Indonesian Presidential Decree was issued to declare that the Psychology Department of UGM was to be officially named as the Faculty of Psychology on December 19, 1964. The Bachelor in Psychology aims to produce scientists in the field of psychology, community leaders and managers in the field of psychology.

#### Integration of theory and practice

For the **Bachelor in Law**, most courses are taught by elaborating law cases and there are two mandatory courses of Education and Training Legal Proficiency (PLKH): Criminal Moot Court and Civil Law Practice.

In supporting the objective of the study programme, the Faculty of Law is one of seven law faculties in Indonesia that first introduced and implemented CLE (Clinical Legal Education) as elective courses available for students: Clinic of Civil Court, Clinic of Public Prosecutor, Clinic of Public Society and Clinic of Anti-Corruption<sup>11</sup>. Students enrolling in these courses will be placed in partner offices/NGOs to handle real legal cases in the community. In addition to law-oriented skills, this course also honed the students' sensitivity toward legal protection of vulnerable and marginal groups. Moreover, the students are taught about the theoretical basics like how to formulate the related legal documents and how to present the case before the court. Additionally, students can also gain practical experiences through participation in the national and international moot court competitions.

What is more, lecturers teach conceptual/knowledge courses, but they shall also visualise the theory into practical cases. They may refer to the hallmark court decisions in Indonesia or other countries or rulings from international court; they may also provide a situation based on recent legal issues. The proportion between theoretical courses and skills courses ranges between (66 % – 55 %) to (34 % – 44 %). The management of the faculty has also released instructions to ensure that the exams have at least one case question for the student. In the courses, which focus more on skills/practice, the students are trained to work on the cases, or produce a legal document or produce papers with legal analysis. The fact that they are making legal documents or papers, they may also cite the legal theory concept or principles. The students are also facilitated to have experience in legal practice, such as Criminal and Civil Court Practices (PLKH), interview, counselling and negotiation, as well as arbitration and dispute resolution courses.

For the **Master in Law**, various activities are conducted in order to integrate the theory and practice. These activities include expert training activities, seminars/workshops, symposiums and

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<sup>11</sup> cf. self-evaluation report

active participation in professional and/or academic organisation and affiliations such as: Asian Law Institute, Asia Legal Information Network, Indonesian Society of International Law and Asia Legal Information Network. Practical business experience also comes from the availability of guest lecturers from legal practitioners. The lecturers have experiences in leading positions in state institutions or other significant national and international institutions, e.g., education council advisor, notarial honorary council and advisory board, board of director for women's empowerment, members of accreditation institution (BAN PT) and public experts and scholarly figures. For instance, the guest lecture on "Women in Prisons", which invited researchers and activists from the Institute for Criminal Justice Reform; the guest lecture on victim's protection from the commissioner of the Witness and Victim Protection Institution who has a psychological background. It is also common for the lecturers to give actual cases for the students to analyse during the class or as an assignment. Furthermore, most of the exams the programme provide questions regarding the current legal issues.

The **Bachelor of Politics and Government (BPG)** curriculum linked the theoretical and practical dimensions as it is indicated by the curriculum design. First, it encourages students to understand theory and use it to analyse empirical phenomena. The existing curriculum also facilitates students to be able to interpret empirical phenomena with the theories and concepts they have learned. Second, in the learning process, the lecturer brings case illustrations in understanding the workings of the theory. The theoretical courses enrolled in first, second and third semester are prepared for basic knowledge in social and political science. Furthermore, there are practical courses for example in fourth and fifth semester intended to conduct and analyse the real case in society. Lastly, the BPG has mixed courses where the students are capable in performing essential activities and utilise both the knowledge and practical knowledge courses. The reflective thought is encouraged when the students implement their independent study, such as in writing essays and in-group discussion outside the classes.

In terms of teaching method, BPG considers the disparities and capacities of the lecturers. It means that the programme chooses the lecturers who have comprehensive academic and practical knowledge in certain fields so that it could enrich the subjects and cases used in the class. Some courses offer field study visits to related institutions, such as Capacity Reinforcement of Public Institutions organises visits to some state's institutions, Election organises visits to the local General Elections Commission and Community Governance organises visits to villages within and around the Yogyakarta province. The students also practice their theoretical knowledge in the thesis. In this part, students are encouraged to link their work with the existing social phenomena and its actors.

The curriculum implemented by the **Bachelor of Psychology (BPP)** facilitates numerous activities that support the integration of psychological theory and practice. There are two ways that the learning in psychology facilitates the integration of theory and practice. First, directly implementing theory and practice through practical sessions or implementing practical skills in the form of course assignments. During learning activities in class, students are asked to think about problems in society so that students can understand the psychological concepts as well as apply theories to understand a particular phenomenon and find solutions.

Second, integration of theory and practice is supported by compulsory internships so that students are equipped with the experience in the field or work place, which may benefit the students in the workplace after graduation. It is also shown in the semester course plans where each course has proportion of theory (delivered through lectures) and practice (delivered through practicum activities). For the course Projective Personal Assessment, 70 % of the course consists of lectures while 30 % consists of practical sessions or fieldwork. In the course Quantitative Research Methods where students are taught about how to make a good questionnaire for psychological research. In addition, theories received in class are also practiced by students in the Community Service Programme, which is a compulsory course for all students who are approaching their final years of study.

### Interdisciplinary thinking

**All study programmes** include the national programme Free University - Freedom to Learn or MBKM (*Merdeka Belajar - Kampus Merdeka*), in which the students could take courses from different faculties and universities. Students may choose courses outside their programme to broaden their scientific perspective. All extracurricular activities followed by students will be acknowledged in Diploma's Appendices (SKPI: *Surat Keterangan Pendamping Ijazah*). Moreover, there is also a Community Services (KKN) course in all four programme – a University-level compulsory course, which heavily emphasises the multidisciplinary approach, as students from different faculties must prepare programmes to solve real cases in society.

However, the **Bachelor of Law** has also exercised interdisciplinary research and interdisciplinary thinking in the courses, since legal knowledge is intertwined with other social sciences. For instance, the course on Administrative Law has an interrelationship with Public Administration. In that course, the student will also be taught about bureaucracy-pathology, which public administration scholars heavily discuss. The course on Business Law (BL) has a tight connection with economics. In the BL course, the students will be taught about competition. The course on customary (“Adat”) Law collides with Anthropology. The course on environmental law is intertwined with ecology. In the Research Method course, students are taught a positive law approach and socio-legal approach. The latter is a more interdisciplinary approach to legal research. The students will be more ready to conduct research or take a bachelor thesis via an interdisciplinary approach. They will also be more ready if their future occupation requires their capacity to solve the problem from an interdisciplinary perspective.

The **Master in Law**, both in regular and international classes also emphasises the inter- and multidisciplinary aspects. Students must take courses from different concentrations. In the first semester module, students shall take Sociology of Law and Political of Law. In international law concentration there is Human Rights Norms and Mechanism Course, which is a joint course between the Master in Law and Faculty of Social and Political Science, in collaboration with the Mahidol University Postgraduate Programme. The course not only discusses human rights from a legal perspective but also a political science perspective, including the international relation aspect. In the Banking Law course, students not only discuss banking from the Business Law perspective but also the Islamic Law perspective. The victimology and the sociology criminal course in criminal law concentration module are another example of inter- and multidisciplinary approaches. Moreover,

in the Research Methodology Course, students are also taught the socio-legal approach, which in essence uses other disciplines methods to answer legal questions.

The **Bachelor of Politics and Government (BPG)** curriculum includes various courses that encourage students to understand different fields of science such as economics, law, energy, geography, spatial planning, statistics and data science. Some courses in BPG curriculum have interdisciplinary characteristics, for example, Economic Society courses, where the process of preparing the syllabus and administering lectures are collaborative with lectures from the Faculty of Economic and Business. Another example is the “Social Research Methods” course that trains students to use various data mining instruments including the use of big data. Meanwhile, the research and publication activities in BPG involve experts from various disciplines such as energy, urban geography and environmental areas. Aside from that, students can enrol in contextualisation courses from different departments and faculties. These approaches will allow the student to mix different perspectives in understanding a political phenomenon. The BPG develops student-centred learning to increase students’ independence through combining methods of delivery, such as field sites, field research and guest lectures.

The **Bachelor in Psychology (BPP)** encourages interdisciplinary thinking in the learning process to give understanding to students concerning psychology and how it relates with other fields of science. Therefore, the programme includes interdisciplinary courses which are offered by the University, e.g., the course Social Entrepreneurship. Moreover, BPP has lecturers from different programmes to design a new course. In addition, the UGM BPP facilitates interdisciplinary thinking through learning from visiting lecturers not from psychology. For example in the course Conflict Resolution, lecturers from the Faculty of Social and Political Science explain conflict resolution from a political science and cultural perspective. The course on internet psychology also invites a lecturer from the Faculty of Industrial Engineering to speak about Artificial Intelligence and Big Data analysis. The course Psychology of Arts invites a speaker who gives material about the ancient temples in Indonesia.

### Ethical aspects

Ethical aspects are important, as they are part of the values set out by the Minister of Education and Culture Regulation and by UGM<sup>12</sup>. Thus, all students in the UGM community must comply with academic ethics outlined by the University. The University provides guidelines and an Academic Handbook to encourage and promote ethical issues in the learning process. Anti-plagiarism is strongly promoted by all study programme.

The **Bachelor of Law** incorporates ethical issues through direct courses, namely Pancasila (Indonesian values and ideology), religion, community services and ethics for the legal profession. These are mandatory courses. For instance, a course called "ethics for legal professions" discusses the real temptation that the lawyers may face in breaking the law and designing a series of dialogues with the students on how to cope with the temptation. These courses are also practical. Another example, the community services course, design the student to live in with the less advantaged communities to feel their lives and assist their social problems. The legal philosophy

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<sup>12</sup> see: Regulation No. 3 of 2020 on Higher Education National Standard; This is also supported by the University through the Rector of UGM Regulation No. 711/P/SK/HT/2013 on the Attitude of Universitas Gadjah Mada Students.



course is also designed to incorporate the discussion legal-ethical aspect. Furthermore, the study programme also encourages the lecturers to incorporate ethical issues into their teaching, for instance, when discussing particular criminal, administrative or private law cases in the criminal law, administrative law or private law classes.

The **Master in Law** also integrates ethical aspects in various courses. The ethical issue is important as the students are expected to not only master the related theories but also implement the theories to solve legal problems in society related to ethical issues. In the Legal Theory course, for instance, several schools of ethics and law are discussed. The ethical issue becomes the fundamental aspect especially when it discusses social justice in different courses (e.g. political law, victimology, human rights laws, law on natural resources).

In the **Bachelor of Politics and Government (BPG)** the course “Methodology of Political Sciences” teaches students how to conduct research ethically and avoid any harm for the respondents. Hence, the students can practice the ethical aspects in the learning process. Also, the course “Introduction to Pancasila ” in the first semester aims to deliver ethical content so that the students can act and think according to philosophy of the nation.

The **Bachelor of Psychology (BPP)** adheres to high ethical standards in all academic activities. Promotion of ethical values is endorsed through the course Ethics in Psychology, which is compulsory. The course discusses ethics in psychology to guide students to engage in research as well as psychological practice. Students who are working on their undergraduate thesis must also submit their research proposal to the Psychology Faculty Ethical Committee before they are allowed to begin collecting data. By engaging in this process, the programme tries to ensure that all research activities adhere to the principles of respect for person, beneficence, non-maleficence and justice.

#### Methods and scientific practice

In **Bachelor and Master of Law**, methodological competencies are obtained through general classes, specific courses and research activities. For the Bachelor in Law, the student can practise and obtain feedback on their analytical skills in elective courses. These courses have a strong emphasis on seminar presentation and producing papers. To facilitate the student with skills orientation, the programme has courses on legal skills and practices, taught by practitioners. In the Master in Law, most of the courses encourage and facilitate the student with research-oriented works, as they are needed to produce and present their research paper. Methodological competencies are provided in the Research Methodology course for both Bachelor in Law and Master in Law. This course is specifically designed to facilitate the student with research-oriented work and is compulsory for all students, both in the regular and international class, before they start writing their thesis. After students choose a specific topic, they shall establish a research proposal under supervision by an appointed supervisor. The proposal will be presented in front of panels to get feedback particularly in order to research problems, research questions, theory and research methodology utilised by the students. The research is started after the revised proposal is approved and the final thesis will be examined in front of the panel.

To ensure students have adequate methodological skills, the structure of **Bachelor of Politics and Government** curriculum consists of specific courses focusing on methodology, such as Social Research Method 1 and 2, Methodology of Political Science and Research Seminars. Meanwhile, to build the student's ability in doing scientific work, there is an assessment related to mastery of theory and research methods in each course assignment. Furthermore, the BPG assures the ability to do scientific work in the mid-term and final assignment. In some courses, lecturers assigned individuals or teams to do independent research. The scientific ability also represents in students' achievement at national level academic competitions such as Student's Creativity Programme of Entrepreneurship, research grants and Honorary Students. The lectures assist the students to develop their thoughts outside the classroom, for example in developing students' community services proposal. UGM has also provided supporting facilities, such as e-library, subscription to accredited international journals, open space for students collaboration and provided internet access throughout the University's areas.

In **Bachelor in Psychology** scientific values are implemented in the learning process both inside and outside the class, through laboratory practicum or student activities. In facilitating acquisition of knowledge and research methodology, the programme offers courses on Quantitative Research Methods and Qualitative Research Methods and Statistics. Completion of these courses may also equip students who have an interest in research to join the faculty's research units where they can obtain intensive training. For example, students may join the Centre for Indigenous and Cultural Psychology (CICP) where students may engage in research on issues relevant to Indonesia and the cultural factors that play a role. Furthermore, students are also required to take the course Writing Techniques for the Undergraduate Thesis before they take the undergraduate thesis. Students who pass this course are expected to be able to write their thesis in the form of a manuscript for publication. What is more, new courses were offered to facilitate development of scientific competence among students. Some of the courses include Statistics 2 and Scientific Discourse. While Statistics 1 focuses on descriptive 20 statistics, Statistics 2 allows students to learn more intermediary statistics for testing hypotheses in psychology. Some of the techniques taught in this course include multiple regression, logistic regression, one-way and two-way analysis of variance, as well as non-parametric statistics. Through this course, students are taught how to run the analysis using both proprietary and open source software and interpret the results. Furthermore, the BPP has the College Life Programme, which is taken early in the students' study period whereby students receive material about critical thinking and reading scientific articles.

#### Examination and final thesis

In **all study programmes**, various examination mechanisms are set based on the logic, appropriateness and learning outcomes of the courses. The assessment guidelines are provided in the Academic Handbook of the study programmes. As for the final thesis, the programmes also set out specific thesis writing guidelines. Each student shall obtain a supervisor. The supervisor is appointed by the head of the department. The assignment is based on several considerations, i.e. the lecturer's competence on the thesis' topic, the amount of the students who have been supervised by the lecturer, or the administrative or academic burden of the lecturers. The head of department is also responsible for assigning reviewers (board of examination). It can be from an internal or external department.

The **Bachelor in Law** utilises diverse examination methods. The following explains several examples of examination methods:

- a. In “community services”, the student evaluation is based on his/her contribution and his/her group in solving the community problem.
- b. Whenever the objective of the course is to enhance the skills and the students work in a team, each student is evaluated based on personal and group performances.
- c. For specific skill courses, which enable the students to be assessed individually, the score is based on personal student performance. Here, the student obtains feedback during the course before the final examinations are conducted.
- d. For elective courses offered to the senior students, the evaluation mechanism is based on the students' output in producing mini/medium papers.
- e. On the legal knowledge courses, the assessment may be conducted through various mechanisms. Some of the possibilities are essay, multiple-choice, student presentation, and/or any combination of these.

There are two examinations on these courses, namely the mid-term exam and the final exam. One of the advantages of having a midterm exam is that the student can know and evaluate their academic performance in the first half of the semester and prepare better for the final exam. Regarding the Bachelor thesis, the student should pass Research Methodology and Legal Writing Courses to start writing their thesis. Each student is required to write an undergraduate thesis with approximately 18000 words (75 pages). Criteria, rules and procedures of conducting a bachelor thesis are taught and practised in these courses. There are two types of examination for bachelor thesis, proposal and final. On the proposal evaluation, the proposal prepared by the student will obtain constructive feedback from an examination lecturer. After this process, the student will obtain assistance and guidance from the supervisor until declaration that the paper has met the academic standard to be examined by the board of examination. This reaches the stage of final evaluation where the student will be assessed and examined by three lecturers, one of these being the supervisor. The criteria assessment of the students' thesis is focused on the substantive issues, such as:

- the selected issue or the weight of the legal problems discussed
- the estimated of the amount of time to solve write the thesis, the difficulties faced by the students in field or desk research, whether or not the topic has been widely or rarely discussed by others;
- whether or not the finding will give benefit to the society.

The student has the right to answer to criticisms and feedback and to revise the paper if the examiners are not satisfied with the argument. The management of the study programme may step into the academic process of supervision, if there are difficulties between the supervisor and the student.

Examination for the **Master in Law**, both in regular and international classes mostly used three different mechanisms, namely in-course assignment, final exam and final paper. The types of examination students will conduct shall be previously provided in the course modules.

- The in-course assignments are given to the students in the form of mini-paper.

- The final exam is held for all the courses to identify students' understanding of the materials provided in each course.
- The students usually need to submit a final paper, which is around 3000-6000 words. The final paper could also relate to the in-course assignments, in which they need to develop their mini paper into a fine final paper based on the lecturer's feedback during the class.

The students should pass the research methodology course before taking the final thesis. The guidelines for thesis writing include the format, criteria and procedures of the thesis writing. The student must produce a Master thesis that shall comprise 15,000-25,000 words (exclusive of tables, statutes, notes, appendices and bibliography).

The thesis module consists of a research proposal, a proposal seminar, a research presentation, a defence and submission of the revised thesis post-defence. Moreover, as a substitute for a master thesis, the student may publish a research paper in International Journal with a Scopus index or other reputable publication. To assist students in their thesis writing, particularly with regard to the substance of the writing, a thesis supervisor will be assigned individually for each student, taking into account the lecturer's competence on the thesis' topic. The students will defend their thesis in front of three examiner (lecturers), one of which is the supervisor. The assessment by the examiner board focused on the substantive issues, methodological issues or the research findings of the thesis and the comprehensive legal knowledge in their concentration.

In the **Bachelor in Politics and Government**, examination and final thesis assessment is based on the Faculty Regulation<sup>13</sup> and consists of formative and summative assessment. The examination method depends on the learning outcomes of the courses. The BPG has several assessment methods:

- Two-hour closed book examination
- One-hour verbal examination: Students are divided into groups, where they need to present their research project.
- Research papers
- Group or individual projects in the form of audio-visual product

Courses that focus on mastering public speaking skills include a verbal examination. This includes, for example, "Governing the Community" and "Political Decentralisation and Regional Autonomy". On the other hand, courses like "Strategy and Technique of Political Communication" and "Political Behaviour" encourage students to produce more creative final tasks such as videos and podcasts in order to analyse social phenomena and solve problems. The most common examination method is individual paper. This method allows the students to identify, analyse and reflect the social phenomena using the politics and government approaches taught in the classes. The BPG also examines the students' skill and attitudes throughout the semester. The required skills and attitudes are embedded in the study process. At faculty level, a policy is implemented to provide the students with options for their final thesis, including the following options:

- Undergraduate thesis (15,000–25,000 words; 6 SKS credits);

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<sup>13</sup> No. 4561/J01. SP/SK-3/VII/2016 on Academic Guidelines for Undergraduates programme

- Journal article (6 SKS credits);
- Policy paper (10,000–15,000 words, 6 SKS credits);
- Academic paper for policy formulation (6 SKS credits);
- Documentary film (6 SKS credits);
- Internship and report (6 SKS credits).

The main requirement is that the student needs to finish a minimum 139 SKS before enrolling in the final projects. Most students choose the undergraduate thesis. In oral defence, two lecturers were assigned to examine the undergraduate thesis. Passing standards are written in the Faculty Academic Guide, including period for revising the thesis after oral presentation.

In **Bachelor in Psychology**, assessment of student learning is conducted using both structured and unstructured means. Structured assessments are conducted through the mid-term exams and the final exams. Unstructured assessment is conducted in the learning process through assignments, group projects and practicum. The form of the assessment can take the form of a written exam, verbal exam, assignments and presentation that are assessed by the lecturer. In addition, soft-skills are developed through the learning process by including practicum activities based on assessment of the professional attitudes and behaviours displayed by the students. Students who apply for the undergraduate thesis need to have acquired a minimum of 133 SKS and have passed the course Writing Techniques for the Undergraduate Thesis. Before collecting data for the research, students are required to receive ethical clearance for their research proposal, a requirement based on Faculty of Psychology Dean's Decree<sup>14</sup>. The BPP also encourages students to submit their research for publication. To support this, the format for the undergraduate thesis must follow the format of journal manuscripts.

## Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/courses are well balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme name of **all four study programmes** correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are explained by means of practical examples in **all four programmes**. In the **Master of Law and Bachelor of Politics and Government (BPG)**, theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. This is carried out e.g., via Moot courts and case studies, as well as the research of lecturers that is included into the courses in the Master of Law. In the BPG, for instance, the General Election Council is integrated into the respective courses on Election systems.

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<sup>14</sup> see: Decree No. 128/UN1. FPSI/KPT/SDM/2020

All study programmes put an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. This is especially shown in the implementation of the Independent Campus Programme (MBKM). However, UGM had already placed a focus on interdisciplinary before the Ministry introduced the programme, which allowed students to receive credit for courses from other study programmes or practical experience.

The panel team was very impressed by the ethical mission and vision statement of UGM. However, this is not translated into the curricula to the same extent, as it focuses more on general ethics and philosophy of science classes every students has to follow (Tri Dharma). Ethical implications are communicated in **all four programmes** (e.g., in the courses Ethics for legal profession and course on Electoral Governance and Economic Society), but the panel team recommends focusing on ethical aspects, e.g., more specialist classes regarding the discipline-specific ethics.

Students acquire methodological competences and are enabled to do scientific work on the required level. There are courses on research methods in **all four study programmes**.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams for the **BL, BPG and BPP** are characterised by a wide variety of test formats. For the **Master of Law**, the panel is of the opinion that a variety of test formats is lacking and recommends introducing a wider variety (e.g., group presentation, case studies and analyses of judgements).

The final theses in **all study programmes** are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their theses, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

## 3.2 Structure

The Indonesian credit point system (SKS) can be converted into the European Credit Transfer System (ECTS). One SKS consists of 170 minutes per week that are (50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities):

- 1 SKS = 170 minute
- 1 credit point = 25 to 30 hours (according to ECTS guideline)
- Total hours per semester = 170 minutes x 14 meetings = 2.380 minutes (34.6 hours)
- One credit programme is equivalent with =  $45.3 / 25$  hours = 1.8 ECTS

A semester has sixteen weeks, including two weeks allocated for midterm and final examination. In general, for courses with 1-3 credits, face-to-face or online activities consist of 14 meetings and two meetings for exams. Courses with a minimum of four credits can hold 28 meetings and two exam meetings with classes being held twice a week. Students are expected to complete the undergraduate thesis within one semester, starting from the time they registered. An extension of one semester is possible.

### Bachelor of Law

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	146 SKS/ 262.8 ECTS
Workload per CP	45.3 hours per SKS
Number of courses	In regular class: 54 courses In international class: 49 courses
Time required for processing the final thesis and awarded CP	1-2 semesters, 4 SKS
Number of contact hours	1,686 hours

The regular duration of study of the Bachelor in Law is eight semesters with a total of 146 SKS credits. There are 153 courses available for the regular class and 72 courses for the international class. Those courses are categorised into University mandated courses (including Community Service) and faculty mandated courses (consist of mandatory and elective courses). Out of all available courses, students in the regular class and in the international class could only choose 54 and 49 courses of value development courses, compulsory legal science courses, legal skills and expertise of law courses and elective courses. The students are enabled to accomplish their study in 3.5 years, although the regular duration is four years. The maximum duration of study set by the government is seven years.

### Master of Law

Projected study time	2 years, 4 semesters
Number of Credit Points (CP)	45 SKS/ 106.42 or 43 SKS/ 106.42 ECTS
Workload per CP	45.3 hours per SKS
Number of courses	In regular and international class: 15 courses
Time required for processing the final thesis and awarded CP	1 semester, 6 SKS credits
Number of contact hours	454 hours

For both regular and international classes in the study programme, all required courses are passed within four semesters of study time. The overall amount of Credit Points (CP) that a student needs to take is 45 for regular class and 43 for international class, which is distributed as follows:

Regular Class:

- 1st Semester: 7 CP for compulsory courses, 9 CP for concentration courses and 3 CP for elective courses.
- 2nd Semester: 2 CP for compulsory courses, 15 CP for concentration courses and 3 CP for elective courses.
- 3rd Semester: 6 CP for compulsory course (Master's Thesis).

International Class:

- 1st Semester: 6 CP for compulsory courses, 6 CP for concentration courses and 6 CP for elective courses
- 2nd Semester: 5 CP for compulsory courses, 6 CP for concentration courses and 6 CP for elective courses.
- 3rd Semester: 6 CP for compulsory course (Master's Thesis) and 3 CP for International Exposure.

#### Bachelor in Politics and Government

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	145 SKS/ 261 ECTS
Workload per CP	45.3 hours per SKS
Number of courses	13 courses including two faculty and University compulsory courses, seven programme compulsory courses, one general elective, one state elective, one intermediary elective and one society elective)
Time required for processing the final thesis and awarded CP	1-2 semesters, 6 SKS credits
Number of contact hours	1,939 hours

The current curriculum of the BPG covering 145 SKS consists of four different groups, including University compulsory, faculty compulsory, department compulsory and department elective courses. Students are expected to finish their studies within eight semesters, with a GPA  $\geq$  3.00. Based on the conversion from SKS to ECTS, students must accomplish 261 ECTS within four years.

#### Bachelor in Psychology

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	144 SKS/ 259.2 ECTS
Workload per CP	45.3 hours per SKS
Number of courses	52 courses Compulsory courses: 98 SKS Compulsory elective: 8 SKS Non-compulsory electives: 14 - 20 SKS Community Service and final thesis: 10 SKS Internship: 14 SKS



Time required for processing the final thesis and awarded CP	1-2 semesters, 5 SKS credits
Number of contact hours	1,703 hours

In the BPP, students have eight semesters to complete their study with a maximum of 14 semesters or seven years to complete their study. The total number of credits that should be taken is 144 SKS. Students can take courses from other programmes within UGM or other universities who have specific expertise within the country or abroad, with a maximum of 20 credits as a non-compulsory elective.

### Study and exam regulations

For all study programmes, there is a study and examination regulation, which defines the aim of the study programme, student's intake, duration of study, curriculum, academic counselling, academic system and learning method, study evaluation and examination, examination rules, grading rules, programme's major selection procedure, undergraduate thesis, academic leave, graduation, index point average, study evaluation, internship, ethics rules and tracer study.

Each course is conducted in one semester or consists of 16 sessions, including mid and final examinations. Lecturers are asked to provide grades for all students at the end of the semester, a maximum of two weeks after their courses' final examinations. The regulations on credit transfers for courses from other universities are based on the Minister of Education and Culture Regulation<sup>15</sup>.

The standards for assessment for each course may use a normal curve, or a set of criteria that was agreed to by the course lecturers, or a combination of both. The grade for each course is from E (0) to A (4). The basis for the grades for each course are composed of at least two components namely exams and assignments. Information about the course's type of assessment, grading's component, and grading's criteria can be found in the course's syllabus (RPKPS). The Faculty shall ensure that the assessment's measure is valid, reliable, and being communicated to the students at the beginning of each semester. The Quality Assurance, Curriculum and Academic Innovation Unit has provided an exam and assignment's template form to ensure that the Faculty's assessments are in line with the expected learning outcomes.

Based on the Rector's Decree concerning assessment of student learning<sup>16</sup>, the University applies the following grading system:

**Table 15: Grading system at UGM**

Quality	Very Good			Good			Sufficient			Poor				Fail
Grade in Number	4.00	3.75	3.5	3.25	3	2.75	2.50	2.25	2	1.75	1.50	1.25	1	1
Grade in Alphabet	A	A-	A/B	B+	B	B-	B/C	C+	C	C-	C/D	D+	D	E

<sup>15</sup> see: Regulation Number 3 of 2020

<sup>16</sup> see: Rector's Decree No. 1666 Year 2016

For the **Bachelor in Law**, the Faculty applies different kinds of assessments, such as assignment, quiz, hypotheticals, papers, court simulation, midterm and final exam. The study programme gives opportunity for students to take courses in other faculties, as well as in another university in Indonesia. Particularly in the international class, students can undertake a double-degree programme in another university abroad. The grades that they receive from another faculty or university will be acknowledged in their academic transcript. Students who undertake an international exchange programme could also transfer their credit points into the programme.

In the **Master in Law**, final examination is held for all the courses in order to identify students' understanding of the materials provided in each course, which is convened in the final weeks of each semester. Students who take the final exam must fulfil the requirement of 75 % of lecture attendance. Such percentage will be calculated based on the attendance of lecturers. The exam itself comprises many forms namely, written exam, oral exam, paper, seminar or other assignments pre-determined by the teaching lecturers. In order to complete the master program, students must fulfil the following requirements:

- Have passed a thesis defence
- Have submitted a thesis and publication manuscript, as approved and signed by the examiners, Head of the Study Program, and the Dean
- Have obtained a minimum GPA of three, without any "D" or "E" grade.

If a student does not complete their study within the regular two year time period, the student may request for an extension to the Vice Dean for Academic Affairs, as acknowledged by the thesis supervisor and/or the Head of the Study Programme. If granted, the student is given an additional time of one semester to complete their study.

For the **Bachelor in Politics and Government**, the faculty checks if students fulfil the academic administration condition of students, including:

- Tuition fee payment
- Grade transcripts for all courses taken by students
- Involvement in any cases (criminal or civil) which defile the reputation of the department/faculty/university
- Borrowing status at the faculty and University Libraries.

Once all procedures are clear, the student is eligible to receive a Bachelor's degree from the faculty and may register to participate in the graduation ceremony. The faculty accommodates and acknowledges the students' extracurricular activities into transcript, including exchange programmes in international HEIs or internship programmes.

For the **Bachelor in Psychology**, based on the students' standards of assessment, students should obtain minimum 73 SKS credits for basic level courses (basic general courses and basic psychology courses). For basic general courses, students should at least obtain a grade of C. For basic psychology courses, compulsory applied courses (with minimum 31 credits) or compulsory elective courses (with minimum 18-36 credits), students should at least obtain a B/C. Finally, for elective courses, students must obtain at least a C. Assessment is made based on the students assignments

which are composed of individual and group assignments, practicum, journal or book review assignments, presentations, research reports and project based mini research. For the thesis examination assessment, students pass if they meet the following requirements:

- Their final thesis score =/ > 2.50.
- Students who are declared to have passed with revisions are given a maximum of 30 days from the date of the thesis exam to revise the thesis.
- If the revision period exceeds the time limit, students must retake the thesis exam, as long as the study period has not ended.

#### Feasibility of study workload

Students of the **three Bachelor programmes** may take courses that amount up to 24 credits in each semester. In the first semester, students have to follow the course package that has been provided by the programme (18-20 credits). In the following semesters, the number of credits that students can undertake is determined based on the index point average they obtain in the previous semester.

**Table 16: Credits per semester based on index point average**

Index point average 0.00 – 1.49	a maximum 12 credits
Index point average 1.50 – 1.99	a maximum 15 credits
Index point average 2.00 – 2.49	a maximum 18 credits
Index point average 2.50 – 2.99	a maximum 21 credits
Index point average 3.00 – 4.00	a maximum 24 credits

Therefore, it is possible for students to complete the degree in 3,5 years as long as they could maintain the grade point average of 3.00 in every semester. For the **Master in Law**, the amount of CP taken in each semester is already predetermined.

For the **Bachelor in Law**, students may take any courses that are available on odd semesters or even semesters. A course such as internship could be enrolled in any semester as long as students fulfil its requirements. Each student will be assigned a faculty member as an academic supervisor who will help students in planning and finishing their study. Furthermore, there is study evaluation conducted for two times during a student's academic life. Evaluation in the first and second year and in the third and fourth year since the start of the study period. The aim of evaluation of the first study is to determine the ability of students to continue their studies at the study programme. This evaluation is carried out by calculating the number of SKS credits and the lowest GPA that has been taken by the student in the first four semesters. The minimum number of credits is 30 SKS credits and the lowest grade point average is 2.00. Evaluation of the second study is aimed to see the ability of students in completing studies. This evaluation is carried out by counting the number of credits that have been taken by the student in the study period of four years. The lowest number of credits is 125 SKS credits.

For the **Master in Law**, the typical study workload varies in each course, which may include one or more of the following: reading tasks (books and/or journals) prior to each session, lectures, class participation, paper and presentation. The study workload is usually oriented on a problem-based learning approach concerning contemporary legal discourse to amplify the students' comprehension of law, theory and practice. The subject matter and questions of final exams are constructed based on the study workload that has been given.

Students may give feedback about the workload through online form (EDOM) that is accessible through SIMASTER student portal. Such feedback is used by the study programme to evaluate the curriculum and the teaching performances to improve, as well as enhance. Additionally, the study programme created hearings and informal discussions in order to elucidate the EDOM findings. This outcome is used to improve policies and processes in order to provide a better service. For instance, lectures were changed since they received a worse rating in EDOM and notified students about the lack of performance of specific lectures, the learning process and the materials that must be distributed by students. From the exit evaluation survey 2021, there are about 56.82 % very satisfied with the student and lecture interaction both during and outside class, while 36.36 % finds the interaction is satisfactory and only 6.82 % find it is as expected.

In the **Bachelor in Politics and Government**, students must complete 145 credits within four years. Students who take 21–24 credits per semester may complete all courses in their sixth semester. Most of the programme courses are worth three SKS credits. Lecturers must thus design the workload of each course equivalent with that requirement. The department along with the faculty has various strategies to ensure the students can successfully finish their studies in appropriate time. First, the BPG has a designed courses package in first and second semester, which contains 18-24 SKS credits. Second, the BPG facilitates the academic counselling for those who have problems with their study. Meanwhile, the senior students also give some advice both in academic and personal life of the junior students. Third, the BPG has established an acceleration team to help the students who were in their predefined time to finish the study. The BPG has annual study evaluations to identify student's problems. The evaluation is held by cooperating with the academic unit at faculty level by identifying the students who have not finished their study yet.

For the **Bachelor in Psychology**, the credit point system is used so that students do not take the number of courses that exceed their ability. The total amount of credits students can take depend on a number of factors including these below:

- a. Semester course packages, referring to courses that new students must take from semester one to semester three;
- b. GPA of the students in the fourth semester above;
- c. Courses that are offered in each semester;
- d. Study outcome of the previous semester including students' GPA and the amount of credits the student may take in subsequent semesters;
- e. The students are active (registered) students.

To ensure that students make progress in their studies and complete the studies in the regular duration, monitoring is conducted through the following mechanisms:

1. Two Year Evaluation: Students who have completed four semesters and have not completed 40 SKS credits and have a GPA of 2.5 are not permitted to continue their studies in the programme.
2. Undergraduate Thesis Evaluation:

- a. Students who have not completed their undergraduate thesis within one semester will receive a first note of warning (*Surat Peringatan I-SPI*)
  - b. Students who have not completed their undergraduate thesis after two semesters will receive a second notice of warning (*Surat Peringatan II-SPII*)
  - c. Students who have not completed their undergraduate thesis and have only one semester left for their study period, will receive a third notice of warning (*Surat Peringatan III-SPIII*)
3. Study Completion Evaluation:
- a. Students who have not completed their studies on the eleventh semester will receive their first notice of warning, on the twelfth semester they will receive a second notice of warning and on the thirteenth semester they will receive a third notice of warning.
  - b. Students who cannot complete their studies within the maximum study period (14 semesters) are not permitted to continue their study.

### Equality of opportunity

The University, the faculties and the **four study programmes** ensure equal opportunity across gender and stand against any kind of discrimination. This is manifested in the University regulations<sup>17</sup>, which state that student application is conducted based on fairness without discriminating against race, religion, gender, age, social status, physical condition and economic level. The Rector's Regulation about UGM Curriculum Framework<sup>18</sup> regulates that the study programmes are developed to be easily accessed by all Indonesian or international participants irrespective of ethnicity, religion, disability or gender. The policy on anti-discrimination and harassment is stated on Rector's Regulation about Guidance for Harassment Prevention<sup>19</sup>. Protection for those reporting discriminations from educational or employment disadvantage is stated within the Rector's Regulation about UGM Honorary Council<sup>20</sup> about Complaint/Reporting, including reporting discrimination from educational or employment disadvantage. The Health Promoting University Programme at University and faculty level has been established since 2020 that includes the task force for zero tolerance for violence, bullying and harassment.

Both the students and the staff have different education backgrounds, cultures and come from 34 provinces of Indonesia. Students of the study programmes have various ethnicities, religions, different social status, physical conditions and economic level across Indonesia. Over the past four years, the study programme has admitted prospective students including from Aceh, West, Central and East Java, East Kalimantan, East, West, South and Southwest Sumatera, North and South Sulawesi. The student profile also shows gender equality by having balanced numbers of male and female students. The measure taken by the study programmes includes ensuring equal opportunity by giving affirmative action for prospective students from eastern part of Indonesia. What is more, the facilities provided include lifts, ramps for wheelchairs, lecture halls, libraries and study areas, as well as toilets specific for students with disabilities.

<sup>17</sup> see: Rector's Regulation Number 988 Year 2014, amended by Rector Regulation Number 11 Year 2019

<sup>18</sup> see: UGM Rector's Regulation Number 16 Year 2016, Article 8

<sup>19</sup> see: Rector's Regulation Number 1699/UN1.P/SK/HUKOR/2016 and Number 1 Year 2020 about Prevention and Management of Sexual Violence by the UGM Community

<sup>20</sup> see: Rector's Regulation Number 514 Year 2015 Chapter IV

UGM has several strategies to promote equality in opportunity for prospective students from Indonesia coming from various economic backgrounds. Student recruitment at UGM is held nationally and provides opportunities for students from specific regions in Indonesia. The structure of tuition fee in UGM is designed to ensure equality of opportunity for students from various economic backgrounds. UGM has also affirmative approaches to create equal opportunities for the students in various methods. Both University and the faculties provide a procedure for student's tuition fee adjustment<sup>21</sup>. During Covid-19 pandemic, the study programmes acknowledged the difficulties faced by students and distributed an allowance for students to ease their difficulties.

What is more, under the Directorate of Students Affairs' management, UGM applies for scholarships called "*Beasiswa Afirmasi Teladan*". The scholarship aims to support those who are economically disadvantaged yet to have an excellent study record. Promoting gender balance policy, UGM has a special quota for women students from east Indonesia and other regions with limited access to higher education.

## Appraisal:

The programme structure of **all four study programmes** support the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. The course descriptions provide descriptions of the information defined in the ECTS Users' Guide. However, the learning outcomes are described in a more knowledge-based way and not outcome-oriented. During the online conference, the panel got the impression that the learning outcomes are indeed outcome-oriented however; it was not visible in the descriptions.

Therefore, the panel team recommends the following **condition** for all study programmes:

- The University provides course descriptions in which the learning outcomes are described outcome-oriented.

According to the University, 1 SKS credit equals 45 hours and therefore corresponds with 1.8 ECTS credits. For the **Master in Law**, the University calculates with a different conversion from SKS to ECTS based on a different amount of workload (1 SKS credit equals 58.6 and therefore corresponds to 2.36 ECTS credits). The distribution is not consistent and there is no general applicable factor when it comes to the conversion rate. This is not consistent with the ECTS User's Guide 2015.

Therefore, the panel recommends the following additional **condition** for the **Master in Law** programme:

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

There are legally binding study and exam regulations, which contain all necessary rules and procedures and take into account national requirements. However, the panel got the impression

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<sup>21</sup> regulated in Rector Regulation Number 526/UN1.P/SK/HUKOR/2016 on the Adjustment of Single Tuition Fee for the Bachelor and Diploma Program in the Universitas Gadjah Mada

that some information about the study programmes is spread over too many different documents (see recommendation in chapter 5.3).

The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The Republic of Indonesia has not ratified the Lisbon Recognition Convention.<sup>22</sup> However, the panel learnt that UGM stipulates the recognition of periods of study at other HEI and the transfer of obtained credits in the framework of the MBKM or with partner universities (e.g., double degree programmes and international exchanges). Therefore, the panel recommends considering to extend this regulation to all universities and study programmes. The final grade is supplied with a relative grade.

The feasibility of the study programme’s workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling for **all four study programmes**. During the online conference, the panel learnt that the students are content with the workload. When reviewing the workload, UGM also takes into account evaluation findings, including student feedback and the programme’s success rate. However, the panel has the impression that the number of credits for the thesis in the **Bachelor and Master of in Law** do not reflect the actual workload for students (4 SKS for the Bachelor and 6 SKS for the Master programme). The multiplication of credits with the number of working hours per credit amounts to less time than necessary to write the theses in the format that is required by the exam regulations. Therefore, the panel recommends adjusting the number of SKS/ECTS for the final theses according to the actual workload.

UGM ensures gender equality and non-discrimination. During the online conference, the panel was impressed by the efforts that are being made by the University regarding this topic. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. What is more, students are sent books and receive assistance in the library if needed. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are also particularly assisted.

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

<sup>22</sup> <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

### 3.3 Didactical concept

Each study programme in UGM is required to implement the student-centred learning (SCL) method, using a model known as the Student-Teacher Aesthetic Role Sharing (STAR).<sup>23</sup> In general, this method focuses on harmonious engagement between lecturers and students, with students are encouraged to ‘discover’ knowledge and experience with the support of their lecturers, using a personalised approach whenever possible. This method includes several learning methods, for example, collaborative learning, cooperative learning, competitive learning, case/research-based learning and problem based learning. This method prioritises active participation of the students so that students are also involved in the learning process. During face-to-face interactions, students are given the opportunity to ask questions and deliver opinions. Individual assignments allow the students to seek their own information and knowledge. The use of the SCL approach also develops the students’ skills in communication, critical thinking, analysis, delivering opinions, while also increasing sensitivity towards the environment.

At the beginning of each semester, students are informed about the learning methods in each class, including if there are assignments. Students will get information about the types of assignments to be given in certain courses, for example, case studies, field observations, or other forms. All teaching materials are readily available in the online platforms developed by UGM: e-Lisa, eLok and SIMASTER. Furthermore, in response to distance learning needs in this COVID-19 outbreak, the university has developed its own online meeting and video conferencing platform called GUYUB. Lecturers also use the platforms for providing assignments, submission of assignments and conducting examinations. Lecturers can also share learning videos through the platforms. The faculties facilitate online learning with a premium zoom subscription to host online classes. The online learning method has been introduced in 2019 and developed during the COVID-19 pandemic. During the pandemic, 100 % of academic activities were carried out online and the media used by lecturers to engage the students was increasingly diverse, such as google meet, cisco WebEx, YouTube, Instagram, WhatsApp and podcasts. To support the teaching staff in adapting to different platforms and online learning methods, various trainings were provided to lecturers, the formation of a special IT team and subscriptions to online platforms as needed can support the learning process.

Furthermore, community service (KKN) is one of the courses that support generic skills. It is a compulsory activity for students, which allows students to stay and live with society for a full two months. The location of KKN can be proposed by a lecturer or appointed by the University. Since 2007, it is allowed for students to do KKN even in the outer regions of Indonesia.

In the **Bachelor in Law**, one course that support ELO values is Ethics for the Legal Professions using the SCL method. Students are encouraged to conduct literature reviews independently based on the given case study. The cases studied relate to the issue of ethics in legal professions, such as judges, prosecutors and lawyers. Lecturers facilitate discussion and provide explanations at the end of each discussion. In courses that support ELO knowledge, such as in Administrative Law, Oversight of The Administration, Tax Law, Environmental Law, the Problem Based Learning and Case-Based Learning methods are used to provide understanding and experience to students in

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<sup>23</sup> based on the Rector of Universitas Gadjah Mada Regulation No. 581/P/SK/ HT/2010 on General Guidelines for Curriculum Drafting and updated to a newer version in Rector of Universitas Gadjah Mada Regulation No. 16/2016.



contextualising the knowledge obtained in real cases that occur in the field. Students are encouraged to make mini case-based research that is relevant to the subject matter and present their papers for discussion with lecturers and fellow students. This method also encourages students to work collaboratively to solve problems. Furthermore, students have the opportunity to conduct trial simulations for criminal and civil cases through the supervision of judges, prosecutors and advocates.

In the **Bachelor in Politics and Government**, the didactical concept also includes key aspects of the programme such as students' ability to analyse and utilise data, conduct research and perform essential activities in politics and government. Using the SCL-STAR method, students are encouraged to study independently and actively. Beside lectures, several learning methods are used in classes including students' or group presentations, field works, simulations, film screenings, case studies, guest lectures, practices, projects and internships. Students are not only encouraged to learn new knowledge and experience, but also to be able to reproduce and share them with others.

In the **Bachelor in Psychology**, the SCL method is supported by assignments that are given in the form of group assignments, projects/mini research, case studies, group discussion and presentations. Through this collaborative approach, students are expected to enhance the students' self-confidence, communication skills, systematic thinking and abilities to work in a team. The learning process during the pandemic still uses the SCL method and collaborative learning. However, during the pandemic the learning processes are more diverse. Some classes are full synchronous while other classes have a mix of asynchronous and synchronous meeting throughout the semester.

### Course materials

The course materials for **all study programmes** are digitally accessed on e-Lisa and eLOK, together with suggested references and other reading materials that are informed in course description, which is called *Rencana Program dan Kegiatan Pembelajaran Semester* (RPKPS), or syllabi. The RPKPS also contains information of the research activities and community service activities conducted by lecturers and included in the course material. The study programmes update the RPKPS every semester to ensure the learning process is able to keep up with the latest issues.

The **Bachelor and Master in Law** provide various course materials adjusted to the learning methods, such as hardcopy or softcopy materials, journals, videos and cases. Through the eLOK platform, the lecturers discuss with students (general discussion forums and small group discussion forums) and provide assignments, quizzes and exams (multiple choice or essay). In addition to sending the course materials, lecturers use the SIMASTER platform to submit announcements about lectures (e.g., lecture delays, lecture cancellations, etc.) and perform exams. The media for delivering course materials are also provided through seminars broadcasted live streaming or post recorded live streaming via the YouTube channel "*Kanal Pengetahuan FH UGM*".

In the **Bachelor of Politics and Government**, the lecturers, considering the latest issues and development in politics and government, update course materials annually. The course materials

consist of textbooks, scripts, journals, literature recommendations, films, videos and news or short articles for case studies.

In the **Bachelor in Psychology**, the learning materials may come in the form of books, journals, films or videos, which are uploaded to the course management platforms. When the class commences, the lecturer gives an overview of the course explaining the learning outcomes, method of assessment, and also the course materials and references. This allows the students to have a general understanding of what the course offers and knows which learning outcomes will be developed.

#### Guest lecturers

The **Faculty of Law** invites guest lecturers from within and outside the country. Domestic guest lecturers have diverse professional backgrounds. In the **Bachelor in Law**, several judges, prosecutors, advocates and police were invited to give lectures on the courses Criminal Justice Practices and Civil Justice Practices. They share experiences of judicial practice and train students to write judicial documents. They also supervise students to conduct court simulations. Several prosecutors were also assigned to teach the Criminal Justice Practice. This course provides an opportunity for students to visit and study the business processes at the prosecutor's office to carry out their duties in criminal procedures. The **Master in Law** also invited lecturers from the Witness and Victim Protection Agency, National Narcotics Agency, Women Crisis Centres, NGOs working with Disabilities, Migrant Workers organisations, Women's Empowerment for Women as household and Women's Ulama Groups. The practitioners from international institutions such as US prosecutors were invited by Master in Laws to share their knowledge on cases handling for money laundering and transnational crimes. These courses equip students with practical skills so that students will have the confidence to become law enforcers after graduating from the graduate programme. The study programme also invited guest lectures from international reputable universities such as Leiden University, Monash University and Tilburg University.

Other guest lecturers who were invited to teach came from the Faculty of Philosophy UGM. The lecturers teach personality development courses, namely Islamic, Catholic and Christian religious education. Also, some doctors were invited to give a lecture on Judicial Psychiatry. Judicial Psychiatry is one of the concentration courses offered by the Criminal Law Department. This course provides students with knowledge from the perspective of medical science. The Faculty also invites guest lecturers to deliver material on public lectures in several courses. Administrative Court judges are invited to give public lectures related to updates on online trial implementation at the administrative courts.

The Faculty has also invited visiting professors from several campuses abroad to teach several regular courses offered in odd and even semesters in the last few years in **Bachelor and Master programme**. They are:

- Expert in Public International Law and Intellectual Property Law from Charles Darwin University (Australia) for courses in: Agreement on Technical Barriers to Trade (TBT), Agreement on the Application of Sanitary and Phytosanitary Measures (SPS), Agreements in The WTO.

- Expert business and international law from University of South Carolina (US) for courses in: International Business Transaction, International Economic Law, Agreements in The WTO.
- Expert in Accounting for Lawyers and Legal Audits from the Clifford Chance
- Expert in Constitutional Law and Administrative Law from University of Cologne (Germany) for courses in: Constitutional Law, Administrative Law, Local Government Law, General Theory of The State, Constitution and Legislation, Oversight of The Administration, Legal Writing, Comparative Constitutional Law, Electoral Law, International Human Rights law.
- Expert in legal reasoning from Leiden University (Netherlands)

Visiting Professors from abroad provide an international perspective and comparative legal studies so that students understand the development of global issues in the world related to law. This will be a great help to students planning further study abroad and starting an international career after graduating from law school.

In the **Bachelor in Politics and Government**, each course is required to invite one or more guest lecturers from among practitioners, professionals and overseas university lecturers. Guest lecturers are invited to strengthen the cooperation and network among institutions, establish scientific collaborations, exchange latest information and enrich perspectives in politics and government studies. Among guest lecturers, practitioners are seen as the most suitable figure to deliver practical dimensions of the studies. The guest lecturers also come from different backgrounds with indirect relation with social and political science. Several alumni whose professions as artists and musicians were invited to deliver interdisciplinary approaches in understanding social phenomena for the students. These guest lecturers provide practical knowledge for students based on their experiences in their respective fields. Guest lecturers are part of the faculty strategic plan to improve the transfer process of knowledge and practical abilities. For example, the guest lecture from Indonesia Power explains the technicalities on counting the power generator in the community. The lectures give insight for the social science students to understand the complexity of generators so that they can understand the problem and develop solutions that are more comprehensive. Furthermore, guest lecturers are included regularly in the topics sociopreneurship, electoral governance, big data analytics and government management.

The **Bachelor in Psychology** invites lecturers and professors from outside the faculty to teach. The lecturers come from a broad range of backgrounds, some being practicing psychologists, health workers, lecturers beyond the psychological field, researchers, artists, lawyers and village administration workers. From the year 2017 to 2020, the programme has invited lecturers from Indonesia as well as from abroad. In 2017, 29 visiting lecturers taught in the BPP classes, and in 2018, 35 lectures taught classes, one coming as an international speaker. In 2019, 18 visiting lecturers were engaged in teaching and in 2020, 29 lecturers were invited, nine of them being international lecturers. By inviting lectures from numerous backgrounds, this allows students to learn directly from the experts. Some courses invite psychologists or health workers for example in the course Mental Health, Assessment of Intelligence, Behaviour Modification, Mental Disorders, Counselling in Psychology and Life Span Development. In addition, students also receive material from other disciplines that may benefit an interdisciplinary perspective of science. Such courses that offer an interdisciplinary approach through its lecturers include Cultural Psychology, Arts

Psychology, Law Psychology, Sports Psychology, Community Psycho-education, Internet Psychology, Biopsychology, Psychology of Community Development and Conflict Resolution.

### Lecturing tutors

In the **Bachelor and Master in Law**, there are collaborative learning activities, in which senior students help junior students prepare for exams. The activity includes providing an overview and explanation of the exam material from each lecturer and a forum for sharing legal developments between participants and presenters. The collaborative learning activities in **Bachelor in Law** are performed by student organisations such as Dema Justicia, Islamic Law Forum, Satria Paramartha, Christian Student Association of Faculty of Law UGM, Asian Law Students' Association Local Chapter UGM. In the **Master of Law**, these are performed by Keluarga Mahasiswa Magister Ilmu Hukum (KM MIH). Besides, some subjects have group inquiry to do certain research projects; e.g. law and politics, victimology and sociology criminal. The collaborative learning activities have been designed by having individual paper presentations in class with other students and lectures provide input before the paper is submitted, e.g. human rights law, juvenile court, and agrarian law subjects.

Other than collaborative learning activities, the implementation of lecturing tutors can be seen while student groups provide feedback (criticism and suggestions) on the work of other student groups. Besides, lecturing tutors are involved in student assistance from seniors to their juniors when participating in competitions.

Lecturing tutors in the **Bachelor of Politics and Government (BPG)** are selected through limited internal discussion among the programme management team. The tutors are senior students, fresh graduates or PolGov researchers with excellent academic records such as an A mark for their undergraduate thesis, minimum GPA of 3.5 and research experiences. The BPG has three main schemes of lecturing tutors or student assistant:

- **Course Tutors:** These are usually students in their third or fourth year. They are responsible for tutorial support and guidance to students, as well as facilitating them to achieve an appropriate academic standard in the relevant course or class.
- **Research Plan Tutors:** These are fresh graduates or researchers in the Department's research centre. Their role is providing aid and guidance to the third-year students as they prepare their research plan for undergraduate thesis. Moreover, research tutors help students to enhance their research skills.
- **Undergraduate Thesis Tutors:** These are fresh graduates with A marks in their undergraduate thesis are assigned to assist students in the writing process. Their role is to accelerate or speed up the time consumed to write the undergraduate thesis, as well as to maintain the thesis quality.

The UGM has a programme to increase enrolment of students from less developed areas in Indonesia. One of the areas that include the programme is implemented in Papua where the students will need more preparation before joining the classes in the BPG. In order to help them, BPG sent several students to be lecturers for the Papuan's students.

In the **Bachelor in Psychology (BPP)**, students are also given the opportunity to assist in the deliverance of the courses. This allows the students the opportunity to gain experience and develop competence in teaching. The involvement of students in the teaching process can take different forms in assisting the lecturer. The main tasks of lecturing tutors are as follows:

- a. Follow the instructions from the course coordinator;
- b. Understand the implementation of the course;
- c. Perform the roles assigned by the course coordinator;
- d. Assist in assessment of students assignments;
- e. Support the students' successful completion of the course.

In addition, students may also apply to become practicum assistants. Practicum assistants are assigned to guide students to perform practicum activities that are either lab-based or non-lab based. The practicum assistants help students in the following courses Basic Assessment, Assessment of intelligence and Projective Personality Assessment. Recruitment of lecturing assistants and practicum assistants are conducted through an open recruitment process. Eligible students are those who have a minimum of an A/B grade for the relevant course, are not currently taking the course and have completed the College Life programme.

## Appraisal:

The didactical concepts of **all four study programmes** are described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, the panel noticed that the course materials in the **Bachelor in Politics and Government** are not coherent with the assignments and the exams and quizzes. Therefore, the panel recommends checking the BPG programme materials.

Guest lecturers are regularly invited in **all four study programmes**, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics, which enhances students' chances of employment thanks to the profound insights they gain.

Lecturing tutors (senior students that support the teaching and learning process) contribute significantly to the students' learning process in **all four programmes** and are thus systematically integrated into the teaching activities.

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

### 3.4 Internationality

**All study programmes** have incorporated the MBKM programme that aims to encourage students to master a variety of knowledge and skills through experiential learning for entering the practical working world. The Merdeka Campus provides an opportunity for students to practise interacting, working in a team, as well as communicating with other students and mentors within an international and intercultural environment. In this programme, students could take up to three semesters of courses outside campus from our domestic and international university partners and industries. For all four study programmes, the MBKM programme is determined by respective guidelines.

In the **Bachelor in Law**, the international and regular classes offer various types of Intercultural aspects incorporated in academic and non-academic activities. Apart from courses and content offered in English, internationality is formulated through the International Exposure (IE) programme as part of the curriculum. IE describes the participation of students in an academic activity that fulfils the criteria of first; crossing of international borders and/or second, recognition of international character. IE is a mandatory requirement for graduation at the international class whilst for regular class students it is optional. Furthermore, the Bachelor in Law has various students communities that incorporated International cultural aspect such as the Community of International Moot Court (CIMC).

In the **Master in Law**, the core of internationality in the curriculum is presented under the international law cluster. Students are highly involved in discussions and positioned to explore practices from other jurisdictions in the context of public, business, organisation, treaty, human rights and dispute settlement of international law. The international class of the study programme provides an opportunity for students to pursue a dual degree in selected Universities in the United Kingdom and Australia which will expose and prepare them for an international working environment. Furthermore, international experience is given outside of classes in the form of student exchange, fellowships and joint classes where students are exposed to various intercultural aspects.

In the **Bachelor of Politics and Government (BPG)**, the international contents are embedded in the curriculum as reflection of ELO in basic, intermediate and advanced skills. One of the ways to integrate internationally comes from PolGov's activities, which have long collaborations with foreign universities and institutions. The lecturers who also participate in PolGov's activities accommodate the collaboration into course's materials or even develop courses based on it. For example, the course on Natural Resource Governance resulted from a research project with NTNU, Norway and Natural Resource Governance Institute (United Kingdom); the course on Human Rights and Citizenship inspired by research with University of Oslo (Norway) and the course on electoral and political party promote the collaboration with Australian National University (Australia). The department also encourages students to participate in international competition both in academic and to get more experiences from hard skills events. The BPG has been even trying to increase it by engaging more research results from PolGov as the learning materials and involving more partners from foreign lectures as guest lectures. In the time of pandemic, the guest lectures were done online and enabled the department to invite e.g., Nancy Pelusso (Berkeley University, US), one of the most prominent professors in political ecology.

The **Bachelor in Psychology (BPP)**, also encourages students to participate in student exchange programmes. The BPP disseminates information about student exchange programmes through the online management system SIT and the course management system as well as through the faculty. From the year 2017-2019, 13 students of BPP participated in exchange programmes. Some of the courses in the BPP support intercultural and international aspects for example the course Cultural Psychology and English for Academic Purposes. The course Cultural Psychology aims to cultivate students' abilities to understand psychological phenomena from a cultural perspective, particularly Cultural Psychology and Indigenous and Cross-Cultural Psychology. Through this course, students can apply the knowledge and material for their daily lives as well as for designing research. In addition, the course English for Academic Purposes is one of the courses to prepare students to use English actively as well as be familiar with the course materials, which are often in English, particularly psychology journals. This would allow students to be updated with the most updated research in the field of psychology. This will also develop students' skills in communicating in English, which would assist them when presenting in international conferences or other international events.

#### Internationality of the student body

In the **Bachelor and Master of Law**, there are no international students enrolled in the programmes. However, international exposure to the Indonesian students is achieved via international student associations (Asian Law Students Association – ALSA), as well as international activities such as conferences, lunch conversations and visitation to Women-Headed Family Empowerment Foundation involving foreign students. The student organisation also organised the Post-Graduate International Conference in 2019 (INGRACE) which was attended by international students.

In the **Bachelor of Politics and Government**, there are immersion classes, in which students from Indonesia study together with foreign students from all over the world. In addition to this, the University and faculty facilitate and support international student communities such as ASEAN Study Centre and Scandinavia Community. Meanwhile, at University level there are Association Internationale des Étudiants en Sciences Économiques et Commerciales (AIESEC) and Model United

Nations which allow the students to join international conferences annually. This community provides a place for domestic and international students to discuss current international issues and allow them to have a cultural interaction and exchange.

The **Bachelor in Psychology** attempts to promote the internationality of the student body through the establishment of the IUP, which has been attended by international students. Students have also participated in activities at international level. These events include competitions, conferences, scientific international forums, short courses, student exchange, arts festivals and scientific research expeditions.

#### Internationality of faculty

The **Bachelor in Law** recognises the importance of having lecturers with diverse study backgrounds of nationalities and expertise to work together with stakeholders outside Indonesia to deliver legal education as well as contribute to the development and enforcement of the law within the international landscape of legal study. Therefore, the composition of the faculty lecturers comes with international competence such as from the United States, Australia, Netherlands, Germany, France, Hong Kong, China and Malaysia. With their study background ranging from international law, business law, comparative law and European Law. Additionally, to increase capacity building, several professors have become visiting professors at well-known overseas universities such as at National University of Singapore. Joint research between the faculty's students and lecturers as well as between our lecturers and International researchers was also carried out with various strategic partners of the faculty to contribute to the latest debate on legal issues. For the **Master in Law**, the composition of faculty includes lecturers with international competence and experiences from various countries in Europe, United States, Asia and Australia, such as the United States, Netherlands, Melbourne, Queensland, Germany, Hong Kong and Malaysia. Along with foreign scholars' presence in selected courses coming from the United States, Sydney and the Netherlands.

Furthermore, policies towards internationalisation of **both programmes** is done by promotion through Edu-fair, exhibition, seminar and talk show, as well as numerous collaborations with international institutions. The faculty is active in maintaining cooperation with other international universities. The most recent progress can be seen in the agreement that has been made with the Ahmad Ibrahim Kulliyah of Laws, International Islamic University of Malaysia (Malaysia), to initiate student exchanges, credit transfers and joint research collaborations in order to extend the internationality of the faculty.

All lecturers of the Faculty of Social and Political Science hold international education backgrounds, accompanied with international competencies and skills both in academic and professional fields. The faculty encourages lecturers to pursue an even higher level of education overseas and to join various international research collaborations. As a result, the departments at the faculty have opportunities for international research collaborations, internships, fellowships and other various kinds of international partnerships. Once, the faculty held seminars and public lectures for all departments based on the research collaboration on women issues with University of Melbourne (Australia). The department also develops an internship programme at Ateneo de Manila University (Philippines), where both the students and the lecturers can exchange their



experience and immerse themselves in the international environment. Another example comes from the Master's Degree of Human Rights and Democratisation (MHRD) programme, which enables the department to cooperate with Mahidol University (Thailand), Colombo University (Sri Lanka), Ateneo de Manila University (Philippines) and Kathmandu University (Nepal). The international exposure of **Bachelor of Politics and Government** staff is developed continuously with different methods, started from by conducting research collaborations with various academic partners from foreign countries. For example, the research on money politics was implemented collaborated with Australian National University; research on welfare and renewable energy with academics from NTNU, Norway. These various collaborative research have also resulted in collaborative publication in the form of books and international journals.

Implementation of internalisation in the **Bachelor in Psychology** can be seen from the quality of the human resources working in the faculty. To provide quality education in the field of psychology, 55.6 % lecturers in the UGM BPP have international academic experience. From a total 63 lecturers, 35 are graduates from international universities. In addition, the programme also invites scholars from abroad. The international professors are invited to teach in classes, deliver online teaching, workshops or international seminars organised by the faculty. The international aspects of the programme can also be observed from the amount of publications. International publication has continued to increase from 2017-2020, peaking in 2020 with 48 international publications (26 were from academic journals and 22 from proceedings).

#### Foreign language contents

In both international and regular classes of the **Bachelor in Law**, administrative materials such as student handbooks, admissions, student forms and class schedules are presented in both Bahasa Indonesia and English. Academically, course materials contain English language for all international classes courses whilst only partly for regular classes such as courses in International Law, Business Law, International Business law, International Tax Law, Civil Law, International Economic Law, International Contract Law, Comparative Constitutional law, International Criminal Law and WTO-related treaty law. The aforementioned courses are taught containing international comparative perspectives and references in foreign language. Additionally, materials that are given in International conferences, international workshops, and international seminars are also presented in English. Furthermore, the use of foreign language is also demonstrated in mandatory general lectures by international prominent legal scholars at the faculty. The foreign language contents that have been inserted in both substantial and administrative documents have enabled students to familiarise themselves with foreign languages, which acts as an additional learning value for their language skills.

In the **Master in Law**, foreign language content in the study programme is implemented in both administrative and substantive academic materials, especially in the international class. Administratively, student handbooks, admissions, student forms and class schedules are presented in English. Academically, course materials for classes, general lectures, literature references comprehensively contain foreign language contents. Materials that are given and presented as part of conferences, workshops and seminars also contain foreign language elements. One of the important impacts is that students are exposed to comprehensive knowledge from various international frameworks as it is reflected through their research paper and thesis. Additionally,

the Master in Law has been consistent in conducting seminars and guest lecturers that are tailored with English speakers and materials.

In **Bachelor of Politics and Government (BPG)**, English is used as a spoken and written language to communicate among students and lecturers. However, even other regular classes use English course materials and literature. Lecturers in English deliver most of the reading materials and references. Thus, students get used to access classes conducted in English as their foreign language. Outside the academic activities, an activity that allows the student to be immersed and improving their English proficiency, such as through an English Debating Community (EDS) that facilitates students to exercise both their critical thinking and speaking skills. Enhancing foreign language in the programme is quite challenging because we do not have the international programme. However, the BPG and the department have encouraged the confidence of the students to practice their English proficiency in every opportunity, including in writing the undergraduate thesis. The students welcome this strategy, as several students are encouraged to write their thesis in English.

In the **Bachelor in Psychology (BPP)**, the course English for Academic Purposes supports students to improve their English skills in the academic context, particularly in writing, speaking and reading comprehension, which is delivered for both regular and IUP students. In addition, the course is delivered in English although the lecturer may use Indonesian when students have difficulties in understanding material. The course materials include a textbook, as well as research papers / journals which are used to ensure that students understand the relevance of understanding and communicating in English in the scientific context. One of the leading characteristics of the BPP is the international class. All courses in the IUP programme are delivered in English and all academic processes including administration, references of course materials, presentation, assignments and exams are delivered using English. This becomes one of the major advantages of the BPP especially for foreign students who are interested in studying psychology in Indonesia. In addition, the UGM BPP gives the opportunity for students to take foreign language courses outside of psychology. Students who intend to enrich their abilities in speaking a foreign language can take courses like French, Japanese, Korean and other languages from other faculties. Students can earn credits for completing the course, which will be included in the students study report card.

## Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. This especially applies to the international classes of the study programmes, which strongly promote international aspects and intercultural competences and even exceed the quality requirements. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. However, there are still only a few international students in **all four study programmes**. In general, the required language skills in Bahasa Indonesia seem to be the main problem for prospective students, from the panel's perspective. The panel therefore highly appreciates the international tracks in the programmes.

What is more, the panel recommends installing a system to attract more students from other countries.

The international composition of the faculty is a fundamental element shaping the profile of the study programmes and is promoted by the HEI. Many lecturers in **all four programmes** have graduated from a University abroad (such as Australia, US, Netherlands). What is more, with international research collaborations and exchanges, lecturers are constantly exposed to an international environment. There are also several lecturers from other countries teaching in the study programmes.

For the **Bachelor in Psychology (BPP)**, **Bachelor in Law (BL)** and **Master in Law (ML)**, lectures and course materials (such as assignments) in foreign languages predominate. Internationality is clearly a key element of the study programme's profile. This specifically applies to the international class of the programmes. What is more, in the BPP, students are equipped with English Basic Academia courses in English (speaking and writing) which is compulsory for all students. For the **Bachelor of Politics and Government (BPG)**, English speaking skills are lacking in the programme. Therefore, the panel recommends introducing a course on English for Scientific Communication, which is also awarded with credits. In general, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

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

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Community service (KKN programme) is a compulsory course for all undergraduate students who have completed 100 credits of courses. Students will form a group consisting of members from the different faculties of UGM and will depart to their community service area to live and work with the community of that area. This course is designed to produce students who are sensitive, empathic and caring to the challenges faced by society through the implementation of interdisciplinary sciences they received at their respective faculties as a team. It is also expected to improve the students' skills related to decision making, problem solving, critical thinking and creative thinking by introducing them to real problems in society and encouraging them to find a durable solution.

For the **Bachelor in Psychology**, an example of this is a team who conducted a programme in the Sepanjang Village. This programme which consisted of students from the Faculty of Psychology, Faculty of Medicine, Community Health and Nursing and Dentistry of UGM created a series of programmes to deal with the high prevalence of tuberculosis in the Sepanjang village. The multidisciplinary nature of the KKN PPM programme allows students to understand problems in the community from different disciplines and develop programmes with a multidisciplinary approach. The BPP also supports students' to develop their creativity beyond the psychological discipline. For example, the programme holds the Psychology Creativity Entrepreneurship Fair, which allows students to develop entrepreneurship skills or design a research project. Students are given the opportunity to form teams with students from other disciplines to express their ideas and create a range of projects. Some of these projects include research, community service, entrepreneurship, cinematography or building start-ups.

The **Bachelor of Law** is committed to equipping its students with hard skills, soft skills and life skills, all of which are perceived as essential competencies and skills in the communities and fast-changing labour market. To prepare students with soft and multidisciplinary skills, the study programme has developed diverse courses and learning methodology for its law students. In an interactive learning approach, lectures will be combined with student-centred learning (SCL) through problem-based learning (PBL) and assignments that engage students. Most classes are designed with a mixed classical Socratic method and individual task or group project, which encourages students to be responsible learners and enhance their ability to communicate effectively and collaborate with small teams. In addition, several courses will be taught in student-centred learning (SCL) using the problem-based learning (PBL) method; the course focuses on encouraging analytical thinking of the students, developing the skills to have respectful debates, public speaking and finding solutions in real-life legal practice. These include the courses Ethics for legal professions, Research Methodology, Legal Writing, Interviewing, Counselling and negotiation and Community services. The Faculty of Law has also supported and facilitated any extra-curricular programme designed by student organisations and communities.

The **Bachelor in Politics and Government** has designed the curriculum that ensures students and graduates acquire communication and public speaking skills, e.g., through department compulsory courses such as "Strategy and Technique of Political Communication", "Network Management" and "Conflict Management". The BPG also encourages students to be part of extra-campus activities such as seminars, conferences, research disseminations and debates so that students will be able to get first-hand experience in practicing communication and public speaking skills. Moreover, the faculty Career Development Centre (CDC) regularly organises various self-development programmes through multiple short courses, workshops and classes. One of the programmes receiving fine remarks among the students is the public speaking class with practitioners like news anchors and journalists.

Furthermore, the BPG has actively promoted the Future Skills programme, which develops under the MBKM scheme that is managed by UGM. The Future skills have four main courses, they are socio-entrepreneurship; future leader and organisation; green planet and future living; last, society and creative industry. The courses present guest lecturers come from various backgrounds, such as businessperson, art-up founders, state-owned enterprises, NGO and INGO sectors where the

student is allowed to learn first-hand experiences from the experts. UGM has various partners, such as Chevening, Gojek, Kompas, DBS Bank, Urban Institute, The Climate Reality Project and Danone.

The curriculum for the **Master in Law** supports multidisciplinary competence and skills, e.g., in the compulsory courses including Methodology of Legal Research and Legal Writing. This course introduces the formal standard of scientific legal research and writing, including the standards of intellectual authenticity, accuracy, precision and thoroughness and the scientific style of writing. The students also receive various extra-curricular activities to develop their multidisciplinary competence and skills including through public speaking seminars. Broad contextual knowledge is developed through lunch conversation programmes where the students engage with guest lecturers and invitees from various credible institutions to engage in dialogues concerning actual issues. Furthermore, student-based communities are also available to provide the means for students to arrange and host their own events including seminars/webinars, workshops and sharing sessions. These communities allow students to foster multidisciplinary competence and skills as moderators or speaker, organising their own events, practice management, cooperation, organisational and public relation skills.

### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel had the impression that extracurricular activities are very popular among the students, particularly moot courts, competitions and courses within the framework of Independent Campus (MBKM).

For the **Bachelor in Politics and Government**, communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile, e.g. through courses on conflict management.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		BPG	BL, ML, BP		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

In the **Bachelor of Law**, students are provided with theoretical and practical knowledge, which will help them acquire specific knowledge through courses "Skills and Expertise of Law". These courses are taught by UGM lecturers and instructed by legal practitioners, such as police officers, prosecutors, lawyers and judges. Students can gain knowledge and experience by simulating a court hearing. Students are also required to visit courts in Yogyakarta to observe court proceedings and discuss their findings with appointed judges and field supervisors for the students. By the end of the course, students gained greater confidence in their ability to pursue legal careers.

In addition to skills and expertise of law modules, the Bachelor in Law programme also enables students to apply their acquired knowledge and multidisciplinary competence and skill into practise through an internship. This internship programme aims to provide practical legal experiences for the students and improve their analytical skills in the real-life working environment. Students may enrol in an internship at an institution of their choice, inside or outside Indonesia, a law firm, an international organisation, a multinational corporation, a government agency or a non-governmental organisation. This programme also aligns with the current policy of the Government of Indonesia called MBKM, which provides an opportunity for students to foster their knowledge and skills according to their interests, one of which through the internship programme. Each student will be assigned a lecturer supervisor and a field supervisor from the internship venue to ensure that the internship period of approximately two months is utilised well. At the end of the internship period, each student will defend their report in front of a board of examiners to obtain the final grade.

The **Master in Law** designed its curriculum specifically based on expertise that are commonly popular in the employment field. As such, courses for the regular programme are divided into five, the international program are divided into four concentrations namely, business law, international law, law and governance and criminal law with each offering specific courses to support the students' specialisation that would assist them in their upcoming or ongoing career paths. Furthermore, in the context of the international programme, the curriculum also includes internship as part of international exposure. It is meant to encourage students to familiarise themselves with the responsibilities that entails in a chosen working environment as well as gaining practical knowledge. The Faculty of Law has also established the Law Career Development Center (LCDC) to facilitate students in the preparation of their career, by serving as resource information and providing students and graduates opportunities to better prepare themselves for the dynamic and competitive job market (see chapter 4.5).

The **Bachelor in Politics and Government** trains graduates with extensive knowledge and critical thinking and introduces them to be capable of exercising practical skills. As can be seen in the BPG's ELO, students are expected to gradually understand political theory, analyse a political phenomenon, solve problems and finally practice political skill based on the theory they acquired during the studies. The support of skills for employment programmes available at the faculty and department levels. At faculty level it is managed by the Career Development Center (CDC), while at the department level it is managed at the research unit level under the PolGov. In addition, CDC also provides various training activities for students, ranging from language training, digital media skills, to public speaking. Meanwhile, in PolGov, student's internship programmes are carried out with various government institutions which previously have been in collaboration with the Department.

In the last five years, there have been at least 134 students from the BPG who have undertaken internships. This activity is carried out in various kinds of government institutions, private institutions, political parties, as well as NGOs and research institutions. Aside from the proposed organisations, the students can initiate their preference internship institutions and it would be recognised by the department.

In the **Bachelor in Psychology**, courses at the applied level aim to orient students toward their future career. This was shown by some courses at the applied level, which aim to prepare students for work, for example Innovation and Entrepreneurship, Reward Systems, Organisational Development, Training and Human Resources Development and Consumer Behaviour. Some additional courses are created to facilitate students' development of work-related knowledge and skills for example Management, Big Data Management, Digital Transformation / IoT and Career Planning and Development. In addition to learning in the class or online, students also receive opportunities to participate in internship programmes to prepare students for work. Students that participate in the internship programme are given certificates and can include the internship certificate as a supplement to the diploma. From the internship programme, students are able to practice their organisation skills, leadership skills, time management and communication skills in a work setting. Through this programme, students can also build their social network, which can further support development of their career.

## Appraisal:

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all of their courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			BP, BPG, BL, ML		

## 4. Academic environment and framework conditions

### 4.1 Faculty

The **Faculty of Law's** main structure is led by the Dean and three Vice Deans. The Vice Deans are given separate fields of responsibilities covering; academic and student, finance, assets and human resources, as well as research, community service and alumni cooperation. A head and secretary manage each study programme.

Overall, the Faculty of Law is home to 95 lecturers who have graduated from reputable universities in Indonesia and abroad. There are 57 lecturers with doctorate degree qualification and 38 lecturers with a Master's degree qualification. The composition of functional positions consists of 14 professors, 26 associate professors, 22 lecturers, 19 expert assistants and 14 instructors. In addition, there are currently 17 guest lecturers and six visiting professors who are from reputable international universities.

The lecturers of the Faculty of Law are placed in eleven departments according to their respective expertise and research interests. This includes the department of: adat law, administrative law, agrarian law, business law, international law, Islamic law, environmental law, tax law, private law, criminal law and constitutional law. The department develops learning modules, conducts lectures and develops knowledge through research.

For the **Bachelor of Law**, the Department organises lectures that support knowledge and courses which enhance the students' practical skills. There are twelve legal practitioners (judges, advocates, prosecutors and police) assigned to teach courses in Criminal Justice Practice, Civil Court Practice and Prosecutor's Clinic Practice. In addition to permanent lecturers who have expertise in the field of law, there are six permanent University lecturers with academic background other than legal science who are assigned to handle several special courses, such as Pancasila Education, Religious Education and Judicial Psychiatry.

While for the **Master in Law**, there are a total of 58 lecturers who are appointed and qualified to teach at Master in Law and the LLM. Based on the overall number of lecturers, according to their qualification there are 14 professors and 44 doctors who are grouped into their areas of expertise, which are civil law, constitutional law, international law, criminal law, adat law, agrarian and environmental law.

As the requirements of lecture teaching in Master in Law programme is a doctor qualification, the programme recruited five lecturers with a Master Degree qualification who have very specific knowledge and high skill in certain topics to assist PhD and Professor lectures in teaching in classes. The study programme has six permanent lecturers who are assigned as subject supervisors with expertise certification in accordance with the core competencies of the programme.

In addition, there are 23 part-time lecturers in the study programme who come from various areas of expertise and practical experiences at both national and international level; such as lawyers, prosecutors and judges.



The **Bachelor in Politics and Government** has 34 lecturers, including 27 full-time lecturers and seven part-time lecturers graduated from various reputable universities in Indonesia and abroad. BPG is also supported by part time lecturers recruited from practitioners, such as legal activists, government experts, and businesses.

**Table 17: Faculty staff BPG programme**

<b>Full Time Lectures</b>	
Professor	3
Doctors	11
Masters	13
<b>Part Time Lectures</b>	
Retired former lecturers	3
Practitioner lecturers	4
<b>Total</b>	<b>34</b>

Every teaching staff in BPG has relevant expertise and research interest supporting their teaching activities. The teaching system at BPG uses the team-teaching method where each subject is taught by two lectures. The division of tasks between teams varies from side by side in each session, alternate every session to alternate before and after the mid-term test. In order to streamline the staff recruitment and development, BPG has documented SoP for the recruitment processes, as well as a Lecturer Needs Roadmap. The documents consist of recruitment strategy, supporting programmes for professorship, as well as institutional support for staff pursuing doctoral studies. In addition, the roadmap envisages the increase of professors and doctoral lecturers in the near future.

In general, the Faculty of Psychology UGM consists of four study programmes, namely the **Bachelor in Psychology**, Masters in Psychology, Professional Psychologist Programme and Doctor in Psychology. There are a total of 63 permanent lecturers and five non-permanent lecturers teaching in the Bachelor in Psychology. Among the lecturers teaching in the Bachelor Programme, nine are professors, 13 associate professors and 24 assistant professors. Furthermore, 45 lecturers who teach are certified professional psychologists.

#### Academic qualification of the faculty

Based on Government Regulation No. 12 of 2012 on Higher Education, the minimum requirements for lecturers to teach at the undergraduate level is having a Master's degree qualification. While for the graduate and doctorate study programme, the minimum is to have a doctorate degree or equivalent.

Lecturers at the **Faculty of Law** must meet the requirements for a Master's or Doctoral degree, from a reputable university in Indonesia (with Accreditation A) or a foreign university recognised by the Ministry of Education and Culture. The verification includes a thorough selection, placement and development steps for faculty members. The procurement of faculty members is carried out through the stages of announcement of vacancies, registration, selection, announcement of selection results

and appointment. Applicants are required to have scientific publications in national and international journals. The faculty also ensures the progress of further qualification for permanent lecturers in many ways. Lecturers with Master's degrees are encouraged to continue their doctoral studies within three years of being accepted as lecturers. To encourage lecturers to improve their academic qualifications, the faculty collaborates with universities abroad, proactively provides information and socialisation about further study opportunities abroad, facilitates workshops needed to prepare for doctoral studies and provides financial support for lecturers to access English proficiency test required as a requirement for further study abroad.

Additionally, faculty members are obligated to publish at least one journal publication at selected journals in order to obtain further functional qualifications. The academic community of the Faculty of Law has contributed to the development of science through scientific publications in accredited national journals, reputable international journals, textbooks, book chapters, policy papers, working papers, policy briefs, popular articles in the mass media, as well as disseminating their research results through seminars, national and international conferences. The Faculty financially supports lecturers who publish scholarly works by providing incentives and allocating publication writing assistance funds every year.

The **Bachelor of Politics and Government (BPG)** also requires at least a Master's degree qualification while it also encourages its lecturers pursuing higher academic qualifications. Currently, the BPG lecturers' academic qualification is still dominated by a Master's degree. However, most of them are currently pursuing their doctoral qualification in reputable universities in the US, the UK and Australia.

598 publications have been published in the BPG over the last three years (as of November 2020), including 180 book chapters, 115 books and 303 journal articles. BPG recommends an output-based performance for every research activity. In October 2021, some lectures were documented as a compilation book titled "About the Power" and another compilation book (in progress) about "Local Democracy in Indonesia". In the meantime, BPG maintains to facilitate its staff to produce various publications, especially in reputable international journals.

For the **Bachelor in Psychology (BPP)**, recruitment of lecturers are conducted based on the needs from each psychological area of expertise. In the faculty, there are a seven areas of expertise namely Organizational Development and Change, Life Span Development, Mind, Brain and Performance, Clinical Psychology, Psychology of Education, Psychometrics and Social Relations. Prospective recruits, interested in joining the faculty must meet the necessary requirements for the specific area of expertise, which is vacant. Lecturers must at least earn a Master's degree from a respected university with a minimum GPA of 3.5 and completed within a maximum period of three years. Candidates with a Master's degree must show excellence English proficiency evidenced by TOEFL scores and excellent scores in the Academic Potential Test. Finally, they must also secure acceptance in a Doctoral programme within two years of their placement. For candidates with a doctoral degree, they must show evidence of publication in accredited national journals or reputable international journals. They must also earn a GPA minimum of 3.5 and have completed their doctoral degree at a maximum of seven years.

### Didactical qualification of the faculty

Based on Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers, there are two principal pedagogical requirements for a lecturer:

1. General pedagogical knowledge (principles and strategies of classroom management and organisation that are cross-curricular).
2. Pedagogical content knowledge (the knowledge integrating the content knowledge of a specific subject and the pedagogical knowledge for teaching the particular subject).

Every lecturer is required to carry out the Tri Dharma of Higher Education, which consists of teaching, research and community service equivalent to a minimum of twelve credits and a maximum of 16 credits in each semester. Every semester the lecturers are required to make reports and plans for the next semester, which are assessed by the assessor team (LKD and BKD). The performance of the assessment determines whether the lecturer is entitled to incentives or not. In addition to reports made every semester, lecturers are also required to make annual reports. The results of the semester and annual assessments are used to qualify for academic promotions for lecturers.

In order to ensure pedagogical and didactic qualification of lecturers accommodates the objectives, the faculties first map the needs of human resources taking into account the University's strategic plan. This is directed towards the chosen scientific field development, the plan for higher education Tridharma activities, and the ratio of lecturers to students and regeneration of lecturers. Mapping of faculty members is based on job analysis, comprehensive workload analysis and regeneration. Furthermore, all tenure lectures in the study programme have passed teaching training and orientation from the Ministry of Education and/or University. This includes training on pedagogical and didactic teaching. Lecturer's pedagogic/didactical competence is related to the ability to design learning materials, deliver materials with appropriate methods and provide an assessment of learning outcomes. The lecturers' pedagogic and didactic abilities were assessed during the recruitment process, through interview tests and micro-teaching. After being recruited, lecturers are required to attend training and lecturer orientation organised by the University. In the training, they practice designing RPKM and Teaching Materials as well as designing learning methods and assessment methods. Opportunities to participate in competency development programmes are given to all lecturers and education staff by considering the suitability of career paths, the needs of each work unit and budget availability.

Furthermore, new lecturers participate in team teaching so they can learn from the experienced lecturers. To develop teaching abilities, permanent lecturers have the opportunity to join a range of programmes organised by the University and the faculties:

- a. Training of Semester Course Plan: This training is organised by the Centre for Innovation and Academic Studies (PIKA UGM) and is for all academic staff in the University to support academic staff's competence.
- b. Training on Technology Based Learning (SIA Simaster & Webex): This training is conducted by the Centre for Innovation and Academic Studies (PIKA UGM) and equips academic staff with the necessary skills to carry out a learning programme, which is relevant to the digital age. The SIA Simaster workshop is given to lecturers so that they become familiar with the UGM Integrated Academic System (SIA Simaster). In addition, a Webex and Zoom workshop

is given so that all lecturers can take advantage of the tools needed for online learning for example using video conferencing, teaching, presentation and other interactive learning activities.

- c. University Pedagogical Training: This programme is organised by UGM in collaboration with Finland University. University Pedagogical Training is conducted in four days and followed by 18 faculties and two schools in UGM.
- d. Training for Innovative Learning Ecosystem: This programme is conducted for junior lecturers that is organised by the UGM Directorate of Human Resources in collaboration with the Centre for Innovation and Academic Studies (PIKA). This training is held for six days and delivers material about the Indonesian National Qualification Framework, outcome based education and curriculum, course materials and external learning resources, semester course plan (RPKPS), STAR, as well as UGM's moodle based online course management platform known as eLOK (e-Learning: Open for Knowledge Sharing). In addition, junior lecturers are also given training concerning learning methods for example collaborative learning, research-based learning, problem based learning, case-based learning, project based learning and flipped learning.

#### Practical business experience

The **Faculty of Law** employs 95 permanent academic staff and six visiting professors, most lecturers have distinctive practical experiences in various law-related activities. At present, some of the professors at the Faculty of Law serves distinguished positions at both governmental and private institutions such as; Vice Minister of Justice and Human Rights, constitutional court judge, member of the Presidency Advisory Council, senior Consultant of the Minister of State-Owned Enterprises and a member of Constitutional Court Ethical Body. While other lecturers have significant contributions in their involvement in various institutions or practical activities including legal auditors, corporate lawyers, legal drafters, legal experts in Legislative Institutions, Public Notary Honorary Assembly, Ethic Commissions, expert staff in ministries, lecturer's associations and environmental impact assessment commission. The involvement of faculty members is enriching the learning materials taught, as it elaborates theory and practice synchronously.

Almost every lecturer at **Bachelor of Politics and Government (BPG)** has practical experience related to their expertise. This practical experience is mainly related to the practice of consulting, analysts and advisors for central and regional governments as well as for non-government institutions. Some of them even currently occupy strategic positions in government, including a minister of state secretary, a coordinator of special presidential staff, as well as an expert at the presidential secretariat of the Republic of Indonesia and a consultant for the Yogyakarta Provincial Government. These practical experiences are not only for integrating the theory and practical levels, but they also aim to enrich and enhance the study process with the students. For example, BPG invited the Minister in the State Secretariat of the Republic of Indonesia to give lectures to help the students to understand how the government works both from an academic and practical point of view. Meanwhile, BPG also invites some part-time lecturers with a background as practitioners in various fields related to the curriculum, such as NGO activists, journalists, senior bureaucrats, as well as business. They are invited to share their practical expertise and experiences to enhance students' insight of the practice of politics and government related fields.

Moreover, lecturers of the **Bachelor in Psychology** engage in numerous business related activities particularly through the faculty's units. These units include the Psychology Counselling Unit, Psychological Diagnostic Development Unit and the Human Resources Development Unit. Within these units, lecturers become the directors as well as key personnel in the operational activities of these units. These units operate in different aspects of psychology. The UKP or the counselling unit provides high quality and accessible psychological services to the community. UPAP, which is responsible for development of psychodiagnostic tools, provides services by creating state of the art and culturally sensitive intelligence tests for Indonesians as well as providing services for recruitment and selection in organisations. The UPKM or the human resources development unit provides services in assessment and recruitment especially for well-established organisations. In addition, some of the lecturers have actively advocated for legislation of mental health in the Yogyakarta region and or engaged in the national team to tackle the Covid-19 pandemic. Lecturers transfer their organisational and business related experiences to the students studying in the BPP through practical examples or in the course materials.

#### Internal cooperation

Internal cooperation is pursued in all faculties. Members of the faculty initiate consistent meetings to discuss the curriculum and course modules that are driven towards the study programme objectives. There are several regular activities conducted in coordinating the business process in the study programmes each semester. At the beginning of the academic year, a faculty management review meeting is held. The meeting brings together all faculty members (including Dean's official, study programme managers and all lecturers) to discuss significant programmes, agendas and related information. The meeting is done after the University management meeting, thus the faculty's programme is in line with the strategic programmes made by the University. There is also cooperation at University level, for example in the case of book publishing and teaching. The publication unit owned by DPP has collaborated with the University's publication unit to publish works from both students and lecturers.

For the **Bachelor and Master in Law**, the coordination of semester academic activities started with a pre-semester workshop to harmonise the programme of the recent semester. The final-term workshop is held as a part of the evaluation process for the recent semester and will be a baseline for next semester coordination. Coordination and evaluation meetings are also held by the Master in Law to guarantee the coherence between the regular and LLM classes. Several courses are also designed as inter-departments or even interdisciplinary courses, which are conducted by cooperation of lecturers from cross departments and cross faculties. Aside from regular courses, cross faculties cooperation is a common activity held by the lecturers in performing research grants. The cross faculties/institutions cooperation for research is not only made individually by lecturers as their involvement in many the Centre of Studies at University level, but also made in institutional level, for example between Faculty of Law with Constitutional Court, Ministry of Justice and Human Rights, Legislative Bodies, Faculty of Engineering Telkom University and Corruption Eradication Commission. Furthermore, faculty members also cooperate in conducting joint and collective research for publications such as journal articles, academic and course handbooks, as well as external research projects. Collaborative research has provided opportunities to share experiences from senior to junior lectures and from lectures to students who are involved in joint or

collaborative research. Substantially having various research team members from different fields of law has enriched the analysis of research findings.

The curriculum of the **Bachelor in Politics and Government** has been designed to build collaboration among teaching staff through team teaching and collaborative research. The cooperation includes lecturing in class, co-authorship in academic international journals and mentoring of junior faculty members. Each faculty member is also encouraged to conduct sharing of expertise with other faculty members, for example, one of the lecturers who was pursuing his PhD education in Illinois University delivered training about the “R” programme both for other lectures and its researchers. Internal cooperation is also carried out with other work units at Faculty and University levels. At faculty level, for example, each year a research collaboration grant and community service is held, which requires collaboration with other work units. These activities not only bring through the transfer of knowledge, but also enable a work collaboration among different scientific disciplines. Meanwhile, in terms of teaching, the BPG has several guest lecturers from other faculties to teach its students, for example in “Politics of Law” class, lecturers from the Faculty of Law and in “Economic Society” lecturers from the Faculty of Economics are invited.

The **Faculty of Psychology** initiates programmes which support collaboration between lecturers based on Quality of Work Life and Well-being. Coordination between lecturers is conducted through face-to-face or online meetings. These coordination activities in designing learning activities are conducted to ensure that course materials do not overlap. The BPP encourages faculty members to develop learning activities oriented towards problem solving and group work, and therefore lecturers need to coordinate. In addition, collaboration between lecturers is also evident from class activities, specifically the course psychological intervention. In this course, lecturers from different areas of expertise (Clinical Psychology, Educational, Life-Span Development, Industrial and Organisational Psychology) collaborate in giving lectures concerning psychological intervention from different psychological perspectives. Collaboration is also carried out in research and community service activities. At least two psychology lecturers must implement research and community service grants provided by the faculty.

#### Student support

The support for the student is made both at University and faculty level. The Directorate of Student Affairs (DSA) at University level offers various student-support services, including financial assistance and scholarships, housing assistance and placement in dormitories, student volunteer programme, internationalisation and student exchange and various leadership and cultural exposure programmes. Meanwhile, for extracurricular activities, the University Sports Office (USO) manages the sports programmes of the University including all sport facilities. The USO also runs and organises yearly sports competitions among the different undergraduate programmes on campus.

The University Health Centre (UHC) offers health facilities to all of the academics’ members including the student. Some health services provided including health treatment and the regular health check-up for the new students, the third years student who will take the community services course and the final years’ students, also a psychological counselling service. The UHC facilitates four permanent medical doctors, three specialist doctors, one dentist and two psychologists. In the

pandemic, the UHC also provides assistance in rapid test and monitoring mechanisms to control Covid-19 transmission.

In the **Faculty of Law**, in ensuring the academic support for students, lecturers are assigned to be the academic mentor for 10 – 15 students. For academic activities, the Faculty provides several study centers consisting of: Center for AntiCorruption Studies, Djojodigoeno Study Center, Center for Law, Gender and Society, Center for Intellectual Property, Competition and Dispute Settlement Mechanism Studies, Center For Law, Technology, RegTech & LegalTech Studies, Indonesian Center for Tax Law. The study centre facilitates research development according to the interests of lecturers and students.

For the Faculty's student extracurricular activities, several activities are also available for improving the social and organisational skills of the students. There are many students' extracurricular activities. Whilst, for student communities, each of them needs a lecturer as their mentor in the activities related to relevant subjects in legal issues. Particularly for the Master in Law, two academic counsellors are provided for each student during their study. One academic counsellor was assigned to help the student manage the study on track and on time, while the other academic counsellor was assigned specifically to supervise the student during the writing of the final thesis. Beside the academic support, the study programme also has student counselling services that work together with the student association to assist extra-curricular activities.

The **BPG** also provides support for students in both academic and non-academics matters. Students can access the lectures through various methods, ranging from email, telephone, and direct appointment to arrange their meeting. Each student can communicate intensively with course convenors, for instance through WhatsApp groups in each course. Moreover, BPG assigned one lecturer to supervise students in writing the final thesis. Furthermore, facilitation for students was manifested in student involvement in research and publication activities through PolGov, Big Data Analytics Laboratory and various soft-skill development activities.

Furthermore, the faculty organises PPSMB "Society" to welcome the freshmen with aims to help the student to adapt to University life. The faculty has several activity units from sport based to art-based or area-based (such as the ASEAN Studies Centre). At faculty level, students can also establish organisations to support academic and non-academic activities, including to provide grants for students who are participating in student competitions at the local, national or international level. The faculty provides a Faculty Support Unit, among others: FISIPOL Creative Hub (Chub), Career Development Centre (CDC) and the Global Engagement Office (GEO). In terms of self-development, CHub develops the spirit of entrepreneurship and student sociopreneurship. Meanwhile, CDC is to prepare and provide information for students in terms of career preparation. In addition, this unit also assists students in mental health issues by providing guidance and counselling supported by faculty's psychologists. In order to facilitate and develop an international network from the faculty, department, study programme, lectures, to students, the faculty has also formed a GEO unit. Convenient health system is a priority and a form of student supports provided by the faculty. In 2019, the Faculty of Social and Political Sciences launched the Health System and Infrastructure as a supporting facility for health matters for the entire academic community at the

Faculty of Social and Political Sciences. This programme aims to carry out a healthy learning and work environment and organisational habits that can support faculty member's well-being.

The **BPP** strives to create a quality educational and learning atmosphere by providing enrichment programmes for new students through the Learners' Success Training Programme for New Students (PPSMB) which is a programme organized by the University. The faculty welcomes its new students by holding the Psikologi Rumah Kita (PRK) programme or "Psychology is Our Home." Each student is also assigned to an academic advisor (DPA) whose responsibility is to guide and supervise the students to support the students' academic progress during the course of their studies. The student may discuss with the DPA, issues concerning which courses to take as well issues related with academic difficulties. Students who are overwhelmed by the academic life or life issues in general may turn to the psychological support systems in the faculty and University. Students may apply for psychological assistance through the Pojok Curhat or "Sharing Corner" or the Psychological Counselling Unit, UKP. Should the student require more intensive treatment, they are referred to the Psychological Counselling Unit whereby the faculty will cover three sessions for the student. As an alternative, students may also apply to the University's Gama Medical Centre to receive psychological assistance. To facilitate students' creativity and innovation, BPP provides numerous programmes like College Life, Student Bodies, and learning centres where students can develop their creativity. In the learning centre, there is the student creativity corner where students can receive information and assistance concerning student activities for example the national competition "Student Creativity Programme" and internships. The BPP also holds the Psychology Creativity Entrepreneurship Fair, which is held to provide an opportunity for students to develop their creativity by engaging in research projects aligned with their personal

## Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculties correspond to the requirements and objectives of the study programmes. UGM verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculties correspond to the requirements and objectives of the study programmes. The University verifies the qualifications of the faculty members by means of an established procedure. UGM ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification (such as training for digital learning methods) of the faculty members are implemented.



The practical business experience of the faculties correspond to the requirement of the programme to integrate theory and practice. In each of the three study programmes, there are many lecturers with professional experience. In the **Bachelor in Psychology**, these are lecturers with experiences in psychological consultancy, in the **Bachelor and Master in Law** lecturers who have worked as legal practitioners and in the **Bachelor of Politics and Government** lecturers with working experiences in governmental institutions.

The faculty members of the three faculties cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The courses in each semester are well coordinated. In addition, projects and courses are conducted cooperatively. Lecturers support each other within the team-teaching approach, especially in teams with senior and junior lecturers. What is more, the lecturer cooperate cross-faculty to ensure that students get the best possible benefit from the courses.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. Each faculty therefore offers its own counselling for academic and non-academic purposes. A special focus lies on the mental health of the students. What is more, all student are assisted by an academic advisor, which supports the students in structuring the studies and coordinate curricular and extracurricular activities.

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

## 4.2 Programme management

The organisational structure and management of the UGM refers to the Indonesian Government's Regulation No. 67 Year 2013 about Universitas Gadjah Mada Statute. Based on this Statute, the UGM faculties are led by the Dean and assisted by three Deputy Deans. The Head of study programme is the programme directors who has numerous duties<sup>24</sup>:

1. running the study programme based on the regulations;
2. running the learning processes based on the agreed curriculum;
3. conducting coordination and synergy;
4. conducting quality assurance.

These duties are assisted by the secretary of the study programme. The election of the head and the secretary are carried out through a democratic mechanism in the DPP's meeting.

In implementing the roles and functions of the director, all educational activities and student affairs is coordinated by the director of the respective programme and reports these activities to the Dean. Based on regulation from the faculty's management, the functioning of the leadership is divided in three modes of leadership namely operational leadership, organizational leadership and public leadership.

- a. Operational leadership: The Director and the Secretary together with the Dean formulates the visions and missions and socialises these vision and mission to all members of the academic community. The vision and mission is implemented through the domains of academia, research, community service, administration, finance, development of resources and student affairs.
- b. Organisational leadership. The undergraduate management programme understands the nature of work between units and maintains effective work between the units within the organisation.
- c. Public leadership: The undergraduate management programme is active in building collaboration, which becomes reference for the public. The programme management also strengthens collaboration between alumni and external parties.

With respect to the duties, the programme director holds regular meetings with the academic and financial staff on a monthly basis. These meetings are usually held to discuss the following agenda:

- a. Constructing work plan for the study programme;
- b. Study programme management;
- c. Updating current works of staffs;
- d. Evaluating class and student performance;
- e. Identifying the needs or necessities of lecturers and staff which may lead to formulating SOPs;
- f. Preparing for exams;
- g. Preparing student admissions.

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<sup>24</sup> based on the Rector Decree No.6569/UN1.P/SET-R/OT/2020 on The Nomination of Candidates for Head and Secretary of the Department/Study programme and Rector Decree No.809/P/SK/HT/2015 on Organisation Structure and Governance Faculty in the Universitas Gajah Mada

The programme directors are supported by the lecturers, since they are front-liners to conduct the learning processes with the students. The coordination between these two is conducted directly. Alternatively, it can also be conducted in a limited way where the programme director held a meeting between the heads of departments. Later on, the meeting result will be shared by the head of departments to the lecturers. The student's union conducts critiques, appreciation, and feedback about the learning processes, and they express those in a forum between them and faculty management (representative from the dean office and the programme director). Besides, the study programs also obtain feedback from quality assurance units and external assessors.

#### Administrative support for students and faculty

In the **Faculty of Law**, lecturers and students are supported by 155 administrative officers (76 are permanent staff; 27 librarians both in University or faculty library, 15 security officers and the rest are outsource workers as cleaning services). For the **Master of Law**, there are four staff available in the study programme to assist the programme director and vice director (secretary). The Faculty of Social and Political Sciences is supported by 309 of lecturers and administrative staff. In the **Faculty of Psychology**, there are 79 support staff with different educational backgrounds.

For **all study programmes**, the Head of the faculty administration office lead the administrative officers. They are separated into two categories and led by different head sections; one led by head section of academic and student affairs; and the other one is led by a head section of administrative and financial affairs. Each administrative officer is assigned to a certain faculty unit.

Hence, each administrative officer is supervised and accountable to their head section and a superior in that unit. For instance, administrative officers who are in charge of academic processes are accountable for the Head of study programme as well as the head section of academic and student affairs. Electronic systems are available and implemented, for instance

- a. SIMASTER is used as the e-system to communicate between the lecturers and students. Counselling mechanism can also be conducted in SIMASTER.
- b. eLok is used to conduct Open Online Courses.
- c. INEMS is used for mailing and coordination - management systems.
- d. SIMKEU is used to facilitate administrative and financial systems.

The academic staff is entrusted with the responsibility to assist both students and lecturers in the course of academic activities, which includes, class organisation, examination and graduation administration, as well as registration, campus orientation, student exchanges, competitions, conferences and community services. Meanwhile, the finance staff is entrusted with the responsibility to manage the expenses of the study programme and its administrative requirements. Librarian and other supporting staff also assists the operations of the programme. These staff are heavily involved in supporting the programme director. They attend meetings with the programme director and have a say in the decision-making processes particularly with respect to the technicalities of plans and activities. The staff also play a key role in the implementation of those plans and activities. The study programme also recruits enrolled students as part-timer staff who are entrusted to assist the main staff in either academic or financial matters.

In addition to these sections, other work sections like Information Technology (IT), Library, Equipment and Human Resources also exist to help students and lecturers in carrying out their activities. All academic and student affairs can be accessed online. Students and the academic community can access academic administrative affairs using online administrative management systems like SIT (Integrated Information System) or SIA SIMASTER. Through this system, students can apply for permission to hold an event, borrow equipment and rooms for a particular event and upload student activity reports through the SIT Integrated Management System. Lecturers can use SIT or SIMASTER to support academic and research activities. They may apply for research grants through the system or access teaching schedule as well as data students registered in the course. To ensure the effective implementation of learning activities, the Faculty's team of IT assistants are always ready to assist lecturers or students to overcome any difficulties or answer questions.

Previously, the administrative officers had skills problems to shift from manual mechanism to electronic mechanism. To curb this problem the faculty and University held numerous training sessions to enhance their skills and capacity building, such as managing websites, English and communication skills, enhancing internal electronic academic and administrative systems. These training sessions are available regularly. The University provides some whereas the faculty offers the others. Hence, their work and their services to the students, lecturers and the institution become more effective and efficiently.

Yearly evaluations present evidence of several issues raised by students e.g. the late response from the staff for providing letters for conducting research and other purposes or the later information given to students.

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development, such as English and communication courses and trainings in website management.

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

### 4.3 Cooperation and partnerships

Under the Directorate of Partnership, Alumni and International Affairs at University Level, UGM has more than 400 cooperation agreements with highly reputable universities around the world and more than hundreds of cooperation agreements with universities in Indonesia.

The cooperation agreements are actively pursued and include the following academic and non-academic activities:

1. Staff and student exchanges programmes
2. Double degree programmes
3. Training and other capacity-building programmes for lecturer and administrative officers
4. Inbound and outbound guest lecturers
5. Information exchanges
6. Joint conferences and academic activities
7. Summer programme scholarship
8. Research collaboration
9. Joint publications

The **Faculty of Law** has expanded and strengthened its cooperation and partnership with higher education institutions both at domestic and international level. All the cooperation and partnership agreements are registered in the University database. The Bachelor and Master in Law programmes have various cooperation agreements with more than 278 institutions - 49 active cooperation agreements - which consist of overseas higher education institutions, business enterprises and state institutions. These programmes mentioned are designed to enhance and contribute to the development of qualification and skills of the students, lecturers and other administrative staff. Some examples of the cooperation from 2018-2021 are shown in the table below.

**Table 18: Cooperations in BL and ML programmes in academic and research activities**

No	Programme	Partner Universities	Level
1	Double Degree programme	<ul style="list-style-type: none"> <li>● Maastricht University</li> </ul>	Bachelor
2	Student Exchange Programme	<ul style="list-style-type: none"> <li>● Swinburne University of Technology</li> <li>● Groningen University (for Bachelor)</li> </ul>	Both
3	Offshore Programme	<ul style="list-style-type: none"> <li>● Sydney University</li> </ul>	Bachelor
6	Guest Lecturer	<ul style="list-style-type: none"> <li>● University of South Carolina</li> <li>● <i>Deutscher Akademischer Austauschdienst (DAAD)</i> / German Academic Exchange Service</li> <li>● Nagoya University</li> </ul>	Both
9	Joint Academic Activities – Webinar, International Conferences, Intensive Courses	<ul style="list-style-type: none"> <li>● International Islamic University of Malaysia</li> <li>● University Teknologi MARA, Malaysia</li> <li>● Leiden University</li> <li>● University of Melbourne</li> <li>● ASEAN Studies Center UGM and Nagoya University</li> <li>● University of Sydney</li> </ul>	Both

		<ul style="list-style-type: none"> <li>• Mahidol University</li> </ul>	
16	Research Collaboration	<ul style="list-style-type: none"> <li>• Monash University</li> </ul>	Master

For the Bachelor of Politics and Government, the faculty level has various cooperation with universities and other academic institutions both at national and international levels. The cooperation between the faculty level and the department level is complete with each other.

UGM's Education and Teaching Directorate (DPP) and BPG consistently provides financial and substantive support for its staff to participate in national and international academic forums. By supporting this, it does not only broaden its national and international academic networks, but also develops academic staff capacity. DPP has around 50 cooperative projects in the last three years both at national and international level. It consists of eight projects in academic areas, 34 projects in research activities and eight programmes in community developments.

The collaborations also took place in the establishment of an international journal entitled "PCD Journal" (Power, Conflict and Democracy journal). This journal is an academic collaboration between University of Oslo (Norway), University of Colombo (Sri Lanka), and Universitas Gadjah Mada. The evaluation of the corporations is held frequently with the partners. Students can also submit their work in the PCD Journal. This strategy is in line with the BPG programme in academic workshops where the students already have their platform to publish their works.

**Table 19: Cooperations in BPG programme in academic and research activities**

No	Institutions	Activities	Years
1	A member of the consortium programme on The Master's programme in Human Rights and Democratisation in Asia Pacific with Mahidol University, Ateneo de Manila, Colombo University, and Kathmandu University.	Academic	Since 2016
2	The University of Copenhagen	Academic and research	Since 2018
3	Lund University	Academic and research	Since 2018
4	The University of Melbourne	Research	Since 2019
5	IHE Delft Institute for Water Education dan University of Amsterdam, Amsterdam Institute for Social Science Research (AISSR) Amsterdam, the Netherlands	Research	Since 2019
6	The Australian National University	Research	Since 2019
7	KITLV/Royal Netherlands Institute of Southeast Asian and Caribbean Studies in local politics	Research	Since 2018
8	The Flemish Interuniversity (VLIR) dan KU Leuven in power, welfare, and democracy issue	Academic and research	Since 2018
9	University of Oslo and University of Agder, Norway	Academic and research	Since 2012
10	Norwegian University of Science and Technology (NTNU)	Cooperation in terms of academic and research about extractive industry	Since 2018

Based on the Faculty's Strategic Plan for 2017-2022, the **Faculty of Psychology** aims to build strategic and sustainable collaborations with both national and international partners. During 2017 until 2020, the Faculty of Psychology has held collaborations with numerous universities as well as government and non-governmental institutions. This aims to support the quality of 43 implementing the three principles of higher education and increase the role of the Faculty of Psychology in developing the quality of human resources in society.

**Table 20: Cooperations in BPP programme in academic and research activities**

No.	Scope of collaboration	Institutional Partners
1	National	Prosus Inten, Semarang; Muhammadiyah Elementary School, Sapen; Muhammadiyah Elementary School, Bodong Yogyakarta; Faculty of Medicine and Health Sciences, Jambi University; State Junior high school 5, Yogyakarta; Yogyakarta Cadre Education Foundation; Junior High School Al Azhar 26 Yogyakarta; Faculty of Psychology, University of Diponegoro; Faculty of Medicine, Udayana University; Faculty of Psychology, University of Padjadjaran; Faculty of Psychology, University of Sumatra Utara; Faculty of Psychology, Widya Mandala Catholic University, Surabaya; Faculty of Psychology, Gunadarma University; ( <a href="#">See Appendix. 22</a> for a complete list of national partners)
2	International	Harvard Medical School; University of Groningen Campus Fryslân; Rijksuniversiteit Groningen; University of New South Wales; University of Borås, Sweden; NHL Stenden University; The University of Melbourne; Middlesex University London; Chiang Mai University; Australia National University; The National University of Malaysia; The Music School "Binicki", Belgrade; Aalborg University; University of Salerno (UNISA); University of Canberra (UC); Australian Research Council Future Fellow ( <a href="#">See Appendix. 22</a> for a complete list of international partners)

#### Cooperation with business enterprises

The **Faculty of Law** has also increased and enhanced mutual cooperation with various institutions, namely law enforcement institutions, business enterprises and government institutions. All the cooperation and partnership agreements are registered in the University database for agreements. The description is as follows:

1. Law enforcement Institutions – Faculty of Law has mutual cooperation with law enforcement institutions such as police, public prosecutors, corruption eradication commission, constitutional court and supreme court. The cooperation is in the forms of guest lecturer, collaborative research, joint seminars and internship programmes. Judges, Public Prosecutors, and police are regularly invited to teach at the Bachelor Laws programme for the courses skills and legal practices (e.g. criminal and civil procedure), while at the same time, the students are also required to visit courts in Yogyakarta to observe court proceedings. National Narcotics Agency (BNN) and US Resident Legal Advisor at the US DOJ were invited to lecture at the Master in Law programme.
2. National and local governmental institutions – Faculty of Law has also built mutual cooperation and network with local and national government institutions, such as the Ministry of Law and Human Rights, the Ministry of Finance and Local Governments. Several lecturers were invited as guest speakers, resource persons, or expertise in programme run governments and or law and policy making in parliaments both in local and national level.

3. Business enterprises and organisations – in addition to the current cooperation with government and higher education institutions, the Faculty of Law has also maintained cooperation with business enterprises and other organisations such as PT. Bank Mandiri, PT. PLN, PT. Pertamina, PT. Bank CIMB Niaga, Makarim & Taira Lawfirm, Assegaf Hamzah and Partners Law Firm, and Rifka Annisa Women Crisis Center. Through this cooperation, numerous academic seminars, workshops and internships have provided students with knowledge and skills on the working process and procedures applicable in those institutions.

The **Bachelor of Politics and Government**, DPP and the faculty have various programmes with other organisations, including business enterprises. First, some collaborations with government institutions both at the national and local levels. For example, BPG and DPP have collaborated with the Indonesian General Electoral Commission (KPU) for over five years, which supports the topic of general election. BPG and DPP also develop a cooperation with village governments in community service programmes, for example by assisting the village government of Sendangsari, Kulon Progo, in 2019 to elect its village secretary.

In the implementation of the MBKM curriculum in 2021, several students began to carry out learning activities with business enterprises and other organisations, e.g., working experience in Microsoft Indonesia as an internship. Second, there is also collaboration with non-government organisations. Some examples are:

1. Collaboration with Natural Resource Governance Institute since 2015 to do research and training for NGOs working in extractive industry issues. The result of the cooperation was also integrated in the curriculum to initiate the course on natural resource politics.
2. Collaborations with business enterprises to provide a better infrastructure for study processes. In 2020, BPG had a collaboration with Triputra, one of the architecture companies in Yogyakarta, in designing and developing a learning studio for producing MOOC (Massive Open Online Courses) materials.
3. The Faculty of Social and Political Sciences also has developed an integrated e-money system with Bank Mandiri, one of the state-owned company banks, so that the students and the canteen tenants have better experience in payment methods.
4. Cooperation with Bank Rakyat Indonesia (BRI-Bank of Indonesian People) and Telkomsel (a state-owned telecommunication company) to develop a Big Data laboratory. The laboratory is very useful to develop quantitative methods both for the lecturers and the students.

The **Faculty of Psychology** has held collaboration with numerous government institutions, non-government institutions in the fields of education, research or psychological services. The faculty also holds collaboration with PT Pertamina and Consulting, a leading state owned enterprise working in the energy sector. Partnership with this enterprise has allowed students to have internships in the institution. In 2019, the Faculty of Psychology also held partnerships with the Indonesian Clinical Psychological Association, Association of Industrial and Organisational Psychology and Institute for Special Assistance for Children to engage in education, research and community service activities.



What is more, the Development of Psychodiagnostic Tools Unit (UPAP) is also active in holding partnerships within research and development of psychodiagnostic tools. As a research based unit, UPAP became the reference for the development of psychodiagnostic tools in Indonesia. UPAP also gives the opportunity for students to become an intern in the unit and before entering the Unit, they are enriched with skills in data analysis, analysis and evaluation of psychometric properties. Student interns in UPAP are then equipped with advanced skills, which would allow them to become test developers, staff in the state higher education research and development unit, data researcher and writer of test items.

## Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes, as well as business enterprises are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

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

## 4.4 Facilities and equipment

The **Faculty of Law** consists of seven buildings, which are used for academic activity. All of the building is utilised for all study programmes. The total classroom provided is 55 classrooms with different class sizes ranging from 20 to 80 students dedicated to support learning processes. Each class is equipped with air conditioner, computer, integrated audio and LCD. To support students' practice, the faculty also provides several moot court rooms for laboratories designed to mimic the actual courtroom.

To enable activities which need a large room with big capacity, one multi-purpose hall with 300 persons capacity that can be extended to 400 is available on the first floor. Smaller halls with 200 and 100 capacity are also available. Each hall is equipped with an audio visual system. The halls are often utilised for conferences and seminars. Several spaces for co-working space are also provided. The spaces are available in several spots of campus and almost in every building. There is a floor specially dedicated for students' co working space consisting of several student meeting rooms and open-co-working space enables students to work individually or jointly. Free Wi-Fi internet access for faculty members, student, and guests is available in all buildings.

In response to the COVID-19 pandemic, taking into consideration a full online learning system, the faculty has added two multimedia studios with soundproof room, cameras, lighting systems, microphone and audio mixer to support distance learning especially for lecturers who need assistance in delivering online courses. Furthermore, the Faculty has provided support for distance learning in a form, providing additional monthly internet data packages to students and availability of technical support during the working hour for both students and lecturers. The University has subscribed to Cisco WebEx an online class platform even before COVID-19 pandemic and is readily available free for all lecturers. Other online platforms are provided as alternatives include Zoom and Google Meet. The digital facilities provided for faculty members and students are well integrated.

In the Faculty of Social and Political Sciences, there are 42 classrooms in various sizes with seating capacities up to 90 people. The lecture hall and course rooms are adequate and conducive for teaching and learning process, as it is completed by air conditioner (AC) and permanent learning equipment (computer, sound system, projector, screen/LCD TV, and board) and fast internet connection. All classrooms therefore can be functioned for multimedia purposes (including movie screening, distance learning, and video conference). The classrooms' set up is flexible; this quality allows lecturers and students to rearrange desks and chairs to suit their various learning methods. For special needs, such as public lectures and seminars, the faculty also provides auditorium and seminar rooms with seating capacities up to 300 people. In addition, all buildings are equipped with disabled-friendly facilities, such as elevators, accessible toilets and wheelchair-accessible ramps. In 2019, the Big Data Analytics Laboratory was built as an interdisciplinary research laboratory focusing on the use of data technology in social science. The laboratory facilitates the various needs of students, both in terms of deepening their understanding of social data science or the need for final project research.

In response to Covid-19 outbreak and to support distance learning, **Bachelor of Politics and Government (BPG)** has provided a studio with modern multimedia equipment, such as soundproof room, cameras, lighting system, microphone and audio interface. The studio is used for various multimedia and audio-visual productions, such as short video and podcast as an alternative media for lecturers to deliver teaching materials. Related to the pandemic situation, in following up on inputs from students, BPG provided digital materials, including online book lending facilities, facilitated access to reading materials and facilitated the process of communication with lecturers and programme management.

The **Faculty of Psychology** is divided into two main locations, namely the main building, which consists of six buildings and the lecture building complex. Each building is equipped with a fire extinguisher, emergency exit and facilities for students with special needs. The lecture building complex consists of twelve lecture halls and is equipped with one waiting room for lecturers, one room for administration and academic affairs, one kitchen and a storage room. Meanwhile, the lecture halls for IUP students are located in the C Building located in the main building. Each room is equipped with fingerprint access, telephone, computers accessed to the internet; Wi-Fi beamer, sound system and air conditioning.

To support the effective learning process and the advancement of student activities, the BPP has its own library, Learning Centre, building for student organisations and two labs namely the mind, brain and behaviour lab and the psychodiagnostic lab. The psychodiagnostic lab is equipped with a list of tests for the purpose of practicum and support the learning process in assessment related courses. The Learning Centre consists of seven rooms and is used for discussion and working space for students.

**All study programmes** use SIMASTER and eLOK for the official Learning Management Systems (LMS) for the UGM academic community with Single Sign On service to access various information systems. In the SIMASTER account, several menus convey academic information in the current semester and the previous semester, including e-learning with syllabus, materials, lecture announcements, study plans, assignments, study results and exams. There are also information on final project consultation, guidance schedule and test schedule as well as information on community service and research available.

UGM has a hotline service in IT to support the teaching and study processes. The hotline covers various facilities, e.g. the internet infrastructure and e-library. The list of the hotline numbers, manual and troubleshooting of the digital facilities are available on the website.

#### Access to literature

Access to literature for students and members of the academic community can be accessed from the UGM Central Library and the Faculty's Library. The UGM Central Library provides numerous collections both in print and digital form. For the collection of teaching material in the library, lecturers and students are allowed to propose books and international journals to be provided by the library. During the COVID-19 pandemic, the library functionality had been limited and the services by then were focused on e-library. Lecturers and students can access teaching materials through the electronic library, an online book loan application. In addition, the library provides services to the students and the academic community comprised of Circulation Services (Borrowing Books) as well as providing access to periodical references, final assignments, undergraduate thesis, thesis and dissertation and scientific articles. What is more, students can communicate directly to librarians to assist them with the references needed for their research and study.

Thousands of e-books, e-journal, e-proceeding, e-theses and other digital formats of any documents are available online in the digital library. Lecturers and students have an access to the library online database through the website of UGM library<sup>25</sup> or the websites of the faculty libraries<sup>26</sup>. The students have free access to e-journals and e-books including

- SpringerLink
- EBSCO
- WILEY
- JSTOR
- IEEE
- Proquest

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<sup>25</sup> see: <http://lib.ugm.ac.id/en/> and <http://opac.lib.ugm.ac.id/> (last accessed September 29, 2022)

<sup>26</sup> see: <https://digilib.fisipol.ugm.ac.id/> ; <https://lib.psikologi.ugm.ac.id/> (last accessed September 29, 2022)

- Science Direct
- Taylor & Francis
- Westlaw database
- Power, Conflict and Democracy Journal of UGM
- Journal PolGov
- Legal Research Journal of UGM
- Mimbar Hukum - academic journal for Legal Studies

The students of **Bachelor in Politics and Government** are able to access more than 189,000 digital theses. In addition, PolGov as the research unit of DPP provides an unlimited free open access to its publication, including monographs, research reports and policy briefs. Meanwhile the **Psychology Library** has a total collection of 19,225 titles including 11,181 books, five nationally accredited journals, 31 international journals, 4,864 undergraduate theses, 2,854 theses and 249 dissertations. The **Law Library** offers 23,554 works of literature, consisting of 11,198 titles of book and 60 titles of bulletin and scientific journal that are constantly updated.

The UGM Library also provides some facilities to users for example:

- a. Wifi / Hotspot Area in all areas of the library
- b. Study room for independent and group study
- c. Discussion room
- d. Seminar room
- e. Reading Cafe
- f. Computer to access catalogue, Internet, Electronic Thesis and Dissertation, and for working on assignments (100 computers are available)
- g. Learning garden

The opening hour during the pandemic is limited and divided into two sessions with maximum 20 students each. However online access to digital libraries is available 24/7. The library consists of a book collection room, reading room and individual and group reading room. The library is open every Monday – Friday (07.00 PM – 08.00 PM) and Saturday (07.00 AM – 1.00 PM). The digital library can be accessed using the University network or outside University network that requires single sign on. Furthermore, the digital library provided by the University is integrated and all students from all faculties can access all literature, thus supporting interdisciplinary learning. What is more, software is offered to the students for academic purposes.

**Table 21: Software for data analysis**

No	Software
1	SPSS versi 22 – Program Analisis Data (Lisensi UGM)
2	AMOS versi 22 – Analisis Moment Structure (Lisensi UGM)
3	BILOG-MG - Program Analisis Item Response Theory
4	MULTILOG – Program Analisis Item Response Theory
5	Winsteps 4 (Rasch Modeling)
6	Iteman
7	Itap
8	Rascal
9	Xcalibre
10	DFIT
11	Parscale
12	Scoreall

## Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit Universitas Gadjah Mada on-site. Therefore, the panel was provided with videos showing the facilities as well as interviews with UGM students. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. The teaching rooms and labs are equipped with state-of-the-art technology. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available for students' learning sessions, also during online lectures. Students are supported by the digital learning management system SIMASTER of the University. The panel welcomes that the students and lecturers were all satisfied with the facilities and the learning environment provided.

The library is accessible during most of the day and considers students' needs (Monday – Friday: 7 am – 8 pm and Saturday: 7 am – 1 pm). There is a main library at University level and a faculty library for each faculty. These libraries provide access to a wide range of physical literature and journals as well as to digital media (e.g. electronic media, databases, e-journals, e-books, and archives). These literatures are also available from the students' home or anywhere at campus via a remote access. The literature expressly required for the study programmes is available in the library and kept up to date. Moreover, there is qualified library staff to advise students in their literature research.

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

## 4.5 Additional services

The University provides a variety of supports intended to prepare students and recent graduates to determine their future career path and enter the job market. Through an integrated system called UGM Career, the University is committed to providing up-to-date information concerning job opportunities that can be accessed through its website and social media accounts. Moreover, UGM Career also regularly holds career preparation events delivered by experts and experienced practitioners in leading companies in the country, with topics ranging from tips building a career in certain fields, writing resumes and cover letters to career-related consultation. Further, UGM Career also organises an annual career fair events, which invites numerous companies and organisations to open job vacancies for the UGM graduates. In addition, through the UGM Career Platform, students and alumni have access to information about career opportunities, since students can check job and internship vacancies, and participate in events like Company Talk and Campus Hiring.

What is more, the Faculty of Law has also established the Law Career Development Centre (LCDC) to facilitate students (both **Bachelor and Master in Law**) in the preparation of their career, including counselling services concerning career plans and academic performance. Counselling is available twice a week. In terms of the procedure, both undergraduate and graduate students must fill out the consultation form available on LCDC Instagram Account and Website. The LCDC staff will then coordinate the time slot and notify both the student and the counsellor of their consultation schedule. Rescheduling is possible in order to accommodate time constraints from either side. With respect to career preparation, students may get their resume reviewed for feedback, conduct mock interviews and discuss their future career plans. When necessary, LCDC staff may provide information on current job openings and assist students in drafting a timeline for job applications. Additionally, students may discuss scholarship opportunities and university choices if they intend to pursue further education. With regard to the placement service, LCDC regularly collaborates with alumni to provide job and internship opportunities for law students and graduates.

LCDC performs this service in three ways:

- a. The Faculty or through the Partnership and Development Unit, forwards job and internship opportunities to LCDC who will then distribute the same information through its website and social media.
- b. LCDC regularly engages with alumni, who usually inform about job opportunities in their respective institutions. Afterwards, LCDC will post an announcement about the job opportunities on the website<sup>27</sup> and social media<sup>28</sup>.
- c. Alumni may inform LCDC that they intend to conduct recruitment in the Faculty of Law. Then, LCDC will organise the recruitment event and inform students and graduates about the event through the website and social media. In doing so, the students and graduates have access to the corporate network through regular events held by LCDC. For example, LCDC has hosted a recruitment process for a big corporation - such as ASTRA - which consisted of compiling CVs and hosting a written test. Another example is with a law firm who chose to convene a workshop to teach students about legal skills before inviting the

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<sup>27</sup> see: <https://lcdc.law.ugm.ac.id/>

<sup>28</sup> see: <https://www.instagram.com/lcdcfl/>

best performers for an internship recruitment. In August 2021, LCDC in collaboration with CIMC of the Faculty of Law held a career fair online, which was participated by 26 companies, law firms and organisations and more than 200 law students and graduates.

For the **Bachelor in Politics and Government**, the faculty has a Career Development Centre (CDC) as one of its supporting units. The CDC's main objectives are strengthening students' skill and capacity as well as providing professional counsel performed by certified psychologists on career, academic and personal issues. The CDC regularly organises events, workshops, and classes to help students improve their hard skills and soft skills. There are scholarship talks and discussion, various classes such as TOEFL and IELTS preparation classes, foreign language classes, public speaking classes and big data analytics classes. In addition to that, The CDC often organises joint events together with companies, public institutions and NGOs and at a time provides internship and job vacancies to students and alumni.

Moreover, CDC has an annual survey to see whether their activities meet the students' needs or not. The result of this annual survey helps the faculty to improve their performance i.e., the result helps the faculty to figure out what kind of vacancy they prefer. The faculty also considers experiences from other faculties and universities, including from the international universities in developing the CDC unit. In addition, based on the latest exit survey report, graduates assess the programme management as lacking in terms of career development. Based on these results, programme management plans regular activities for discussions with alumni in the process of career development.

To prepare **Bachelor of Psychology** students, the faculty offers a sharing corner, which is a counselling service that is not limited to psychological issues but also career counselling. What is more, the Faculty of Psychology has its own Career Center and Career Development programme implemented in 2021.

#### Alumni activities

UGM has a large-scale alumnus organisation known as KAGAMA. What is more, each faculty at UGM has an alumni association and offers alumni activities to its students and graduates.

For the **BL and ML**, the Faculty of Law fosters close relationships with the alumni association. Alumni from the association are constantly involved in many events held by the Faculty, including discussions to improve curriculum design and development. During these discussions, alumni often provide feedback that are instrumental in developing the learning environment and learning culture for students. The Partnership Development Unit serves as the focal point for nurturing collaboration with stakeholders including alumni. The unit regularly maintains Memorandum of Understandings (MoU) with a variety of institutions where alumni are currently working in and other stakeholders who are interested in forging collaborations with the Faculty. These collaborations are commonly between the Faculty and other universities, governmental institutions, courts, and other institutions where alumni are working.

The Career Centre (LCDC) regularly holds career-related seminars and workshops, which usually invite alumni to introduce their profession and share their experience working in their respective

fields. In addition, LCDC annually conducts an alumni survey (tracer study) for internal purposes to trace where alumni are currently working, their availability to collaborate with LCDC as resource persons or as recruiters and other scope of collaboration that they would be interested in. For every event hosted by LCDC, alumni are always involved.

LCDC collaborates with numerous alumni in organising various seminars and workshops which are regularly evaluated. The evaluation may give ideas for future events that are planned by the staff of LCDC. In all of these events, the alumni usually become the resource persons.

These events include:

- a. Seminars and webinars on certain legal careers that the alumni are currently working in. LCDC held several seminars about corporate lawyers and related legal knowledge such as Syariah banking, merger and acquisition, where students could acquire insights on working as a corporate lawyer.
- b. Workshops about legal skills such as legal research, legal writing and presentation. In these events, alumni make their own hypothetical cases and ask the participating students to work on the issues before discussing it together.

Sharing sessions with alumni, where students can acquire helpful information from the experiences of alumni in studying abroad. In addition, students can get insights concerning scholarship opportunities and applications that should be prepared. These kinds of events provide students with the chance to ask questions and take lessons should they choose to pursue a similar path.

For the **Bachelor in Politics and Government**, the Faculty of Social and Political Sciences has the alumni association KAFISPOLGAMA and the study programme itself has DEPOLPE. These organisations aim to strengthen the alumni network, as well as a place for information sharing and exchange. KAGAMA is a structured organisation with a chairperson who is elected once every five years through a national meeting. There are divisions and subdivisions that work on annual programmes and plans. One of the programmes is the KAGAMA Business Incubation. It is an annual workshop open for alumni of the University who are willing to start or develop their business. These organisations hold a regular meetings. For example, KAFISPOLGAMA regularly organises a talk show for the faculty students called iTalk, where alumni with interesting careers from their respective fields share their experiences with students.

The Faculty of Psychology has an alumni forum namely KAPSIGAMA for the **Bachelor in Psychology**. This forum in addition to maintaining relations between alumni also organises activities, such as sharing sessions. Psychology alumni involved work as teachers in remote areas in the Indonesia Teaches programme, in the Center for HIV / AIDS Research at other universities, in the German-based NGO Arbeiter-Samariter-Bund or made a career as a forensic psychologist and created shelters for child victims of criminal activity in East Java. These sharing sessions demonstrate possible career paths to the students.



## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability, e.g., with career counselling, workshops and application trainings. The University provides sufficient resources for these events.

An alumni organisation has been set up with the aim of developing an alumni network from the University and from each faculty. Students get in contact with alumni to get insights into possible career tracks or consultation for concrete internship, scholarship or job opportunities.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			BP, BPG, BL, ML		
4.5.2 Alumni Activities			BP, BPG, BL, ML		

## 4.6 Financing of the study programme (Asterisk Criterion)

The financial system is centralised at University level. UGM has been declared as state University having the status of a public legal entity and therefore autonomy.<sup>29</sup>

The income for all four study programmes may be generated from these sources:

- Government fund (e.g., salary of civil servant staff and operational support)
- Students' tuition fee (*Dana Masyarakat*)
- Cooperation fund (to finance cooperation activities carried out with partners)
- Research fund granted by government, institutions and partners
- Income generated from faculty's unit (diploma legalisation, library penalty)

The Government allocates operational support to fund operational costs from academic activities for the faculty annually. This fund may only be utilised to finance operational costs for instance purchase of stationery and procurement of facilities. The faculty members are civil servants and non-civil servant staff. The government pays civil servant's salaries.

What is more, the University implements Single Tuition Fee (*Uang Kuliah Tunggal*) paid every semester. There will be no other charges for specific academic activity such as community service or thesis defense. For the undergraduate students, the University applies a tuition fee classification based on the economic ability of the students.

The faculties also receive income from cooperation activity with partners. In every cooperation activity, partners will be charged several percentages of institutional fee from the overall value.

<sup>29</sup> by Law No. 12 of 2012 on Higher Education and Government Regulation Number 26 (Year 2015) about Financing Mechanism of National HEI.

The variation of income sources and good financial management allows the sustainability of academic activity.

The management fund of the study programmes are based on the Annual Budget Work Plan (*Rencana Kegiatan Anggaran Tahunan—RKAT*), which resonates with the short and long mission of the programmes. RKAT consists of detailed activities, budget and source of financing the academic and students’ affairs. The RKAT is an integrated document, which represents the interest and participation of both the programmes and the respective faculty. It is based on the strategic and operational activities of the faculty, which resonate with its vision and mission. Evaluation and monitoring meetings are held annually as part of the report department.

### Appraisal:

**All four study programmes** are funded for the entire accreditation period so that students will definitely be able to complete their studies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			BP, BPG, BL, ML		

## 5. Quality assurance and documentation

The guidance of quality assurance and quality development for the higher education system in Indonesia is regulated by national regulations that should be adopted and carried out by all Higher Education Institutions in Indonesia. What is more, the quality assurance system has to be in line with University regulations and faculty regulations that include:

1. Government Regulation No. 67 of 2013 on the Statute of Universitas Gadjah Mada
2. Minister of Research Technology and Higher Education Regulation Number 62 Year 2016 on Higher Education Quality Assurance System
3. Minister of Education and Culture Regulation Number 3 Year 2020 on Higher Education National Standards
4. Minister of Research Technology and Higher Education Regulation Number 5 Year 2020 on Higher Education and Study Program Accreditation.
5. Regulation of Board of Trustees (MWA) Number 4 Year 2014 on Organization and Governance of Universitas Gadjah Mada
6. UGM Rector Regulation Number 1/P/SK/HT/2015 on Position, Functions, and Duties of the Organization at Universitas Gadjah Mada
7. UGM Rector Regulation No. 809/P/SK/HT/2015 on Governance of Faculties in the Universitas Gadjah Mada
8. UGM Rector Regulation No. 11 of 2021 on Internal Quality Assurance System of Universitas Gadjah Mada

Furthermore, the Academic Documents, which also include Dean Regulation on Master programmes regulates the quality assurance aspect for study programmes.

Overall, quality assurance in all study programmes in UGM is coordinated by the UGM Quality Assurance Office and conducted through two mechanisms, namely Internal Quality Assurance and External Quality Assurance.

The internal quality assurance mechanism is conducted through the cycle of Quality assurance and quality development, which cover formulation of standard, implementation of standards, monitoring, evaluation, internal audit, formulation of correction and quality improvement. In 2021, UGM enacted UGM Rector Regulation No. 11 of 2021, which will become a new regulatory basis for internal quality assurance mechanism.

The cycle of quality assurance and quality development begins with formulation of standards by the University and the respective faculty. The standards are implemented by the study programmes. Later on, in the middle of the year, the quality assurance unit conducts monitoring and evaluation for all study programmes, through several mechanisms, including hearing with students, meetings with the study programmes managements, distributing surveys to students, lecturers, staff, alumni and other stakeholders.

Moreover, the quality assurance unit also re-informs the management of the study programmes regarding the follow up of the previous Internal Quality Audit (*Audit Mutu Internal – AMI*).

Meanwhile, the management could inform the study programmes' needs, such as workshops concerning Outcome Based Education, training for academic staff or improvement for the infrastructure. In addition, the quality assurance unit also reminds the management about data and evidence that have to be ready for AMI at the end of the year.

Furthermore, the study programmes conducted AMI, which is coordinated by the UGM Quality Assurance Office. The process of AMI includes self-evaluation, visitation by UGM internal auditors and management monitoring review held by the faculty leadership. Essentially, AMI also helps the study programmes in preparing for an external quality assurance, either that is conducted by national accreditation board or international accreditation board.

Internally, the faculty management also conduct quality assurance evaluation and monitoring through various activities.

In general, the quality assurance and development at UGM are conducted through various forums, including:

- a. Periodic coordination between quality assurance unit, study programme and the Deanship, including a meeting to discuss the quality improvement of the study programmes
- b. Periodic faculty meetings with all faculty members to discuss various issues in the faculty, including academic and non-academic issues.
- c. Hearing with Faculty Leadership and study programme management, which is specifically conducted to capture and discuss students' aspirations regarding academic and non-academic matters in the faculty

In the context of quality assurance and development for contents, apart from Internal Quality Assurance and External Quality Assurance explained above, the study programmes evaluate the contents through several means.

- a. Periodic Curriculum Review  
The curricula of **all four study programmes** are reviewed every five years by involving the students, lecturers, practitioners, users, alumni and other relevant stakeholders. Apart from the mandatory five-year review, the curricula are also reviewed through periodic workshops. In developing the curriculum, the team involves students and alumni through the alumni network, i.e., Kagama (*Keluarga Alumni Gadjah Mada*). Therefore, students and alumni were also invited to provide inputs and feedback for the curriculum revision. The curriculum development involves the labour market as well from both the government and non-government sectors. These users were invited to help develop a curriculum through direct data gathering (interviews and questionnaires).
- b. Periodic Courses Evaluation  
Additionally, Departments and a team of lecturers conduct annual updates for the course plan (RPKPS) and learning and teaching process. Usually, the Department or study

programme workshop invited users and practitioners from the related field. The updates will be discussed in a faculty workshop initiated by the study programmes. Meanwhile, the evaluation of outcomes is conducted through surveys for the students, lecturers, study programmes management, alumni and users.

Regarding the process, the students also conduct the evaluation of the teaching process every semester through an information system provided by the University. The mechanisms conducted are:

- a. Evaluation of learning process by quality assurance unit in collaboration with the study programme. Specifically, in the Covid-19 era, the unit has been reviewing current distance learning policy and online teaching methods, which are also implemented in the study programme. Moreover, the study programme also internally evaluates and formulate Standard Operational Procedures (SOP) to responses to the current issues.
- b. Evaluation of lecturer by the students (*Evaluasi Dosen Oleh Mahasiswa* or EDOM). Every semester, students must fill in the survey provided through the internal learning management system (SIMASTER) developed by the University. The students should provide feedback regarding the learning process and the performance of lecturers in the current semester in the form of an electronic questionnaire.

Furthermore, the evaluation of the study programmes outcomes are conducted to ensure the achievement of the Programme Learning Outcomes. In general, evaluating the outcomes of the study programme is conducted through several mechanisms as mentioned above, such as curriculum evaluation, periodic courses evaluation and evaluation of lecturers by the students. However, the following mechanisms are also conducted:

- a. Tracer Study by UGM for all graduates, specifically for Bachelor graduates. The survey is sent to the alumni email and the results will be provided on the UGM website.
- b. Tracer Study conducted in collaboration with the Career and Development Unit. The objectives of tracer studies are to identify the quality and employability of the graduates.
- c. Collection of Feedback from Alumni, users, practitioners and relevant stakeholders. The feedback is gained via various means, for instance, in the annual meeting in commemoration of the faculty anniversary and exit survey. This meeting is essential to identify and obtain feedback from the relevant stakeholders regarding the quality of the graduates and the stakeholders' needs.

Another way to evaluate the educational success of each graduate is through the SKPI / Diploma supplement. What is more, an assessment is conducted to measure whether the PLO's have been achieved. The assessment is conducted based on the courses mapping of PLO's and its correspondence with specific courses. Achievement of PLO are calculated based on the performance in these courses.

### Evaluation by students

At the end of each semester, all students are required to fill a digital evaluation sheet named EDoM (*Evaluasi Dosen oleh Mahasiswa*/Evaluation of Lecturers by Students) on the UGM academic portal SIMASTER. The evaluation covers all aspects of learning, including lecturer performance, learning material, and class schedule. The system has been designed in such a way that courses' scores will not be displayed on the website if students have not filled out these evaluation questionnaires. The evaluation data is processed by the IT unit in UGM. After that, they send the data to all faculties in UGM. The evaluation results are discussed in the department, faculty and study programme in various forums. In these forums, they take into consideration alternative policies that are enabled to improve the quality of teaching and learning activity.

Apart from the evaluation provided by the University through the information system, the Student Executive Body conducts surveys related to the teaching materials and performances, including the adequacy of infrastructure. The results of the survey will be presented in the hearing with the Deanship.

What is more, the Deanship facilitates a hearing with the students, both for Bachelor and Master students. This agenda is essentially a follow up of the surveys conducted by Undergraduate Student Executive Body. The Deanship Hearing is an agenda that is conducted especially to gain feedback from the students, both related to academic and non-academic. The hearing is held between the Deanship and student representatives from Student Executive Body, Semi-Autonomous Student Body, Student Association (KOMPAP) or the Student Council. The agenda of this hearing is to hear and understand the needs, aspirations and obstacles faced by the students. The student representative will present their report based on surveys conducted and discuss the solutions. The results of the hearing will be further discussed in department meetings.

Furthermore, the faculty quality assurance unit will also conduct a survey to the students because some assessments are not being accommodated in EDoM, by the survey of the Student Executive Body or by the hearings, but they are being addressed in external audits. This includes, for example, a survey on student opinions of blended learning during pandemic.

### Evaluation by faculty

The evaluation by faculty in general is conducted through several mechanisms. The first is the Faculty Management Meeting (*Rapat Kerja Fakultas*). This meeting is held periodically with all faculty members. In this occasion, the study programme managements present the current development regarding academic and non-academic implementation, especially concerning the current academic issues that need concern and to be immediately addressed not only by the study programme but also the Deanship. This forum is conducted before exam preparation and at the end of semester. Many follow up of this meeting including the development of online teaching methods, adjustment of lectures and formulation of the faculty policy and policy paper on specific issues.

The second is periodic coordination between the quality assurance unit, study programme management and the Deanship. Through this forum, the study programme management and quality assurance unit discusses various issues in the study programs, especially regarding academic quality assurance. This meeting is conducted as a follow up of AMI findings specific for the Study

Programme. The outcome of this meeting is followed up by a forum with the Deanship to solve the issues, as well as organising events or trainings needed by the study programme.

The third approach is a survey for study programme governance which was only conducted in early 2021 as a follow-up of the previous year's Internal Audit (AMI). Lecturer and Academic staff can evaluate the performance of the faculty through a satisfaction survey, which asks for their evaluation on a number of aspects namely clarity of information, responsiveness of service, ability to provide services, cooperation between staff in each sections/unit and ability to handle complaints. The results of this questionnaire are used by the study programmes to make necessary adjustments.

#### External evaluation by alumni, employers and third parties

Evaluation by externals is conducted through various means. Primarily the evaluation is conducted through a tracer study mechanism. The annual tracer study is held by the respective faculty and UGM through online and offline mechanisms. The tracer study is carried out by the faculty secretary. There are two types of tracer studies, i.e., the tracer study for graduates and the tracer study for users or employers. For the graduates, evaluation covers various dimensions regarding course material, curriculum design, teaching methods, lecturer competences and faculty infrastructures. For the users and employers, the instruments include six aspects in assessing users and employers satisfaction and consisting of ethical aspects, expertise in the field of studies, foreign language skills, IT usage skills, communication skills, teamwork, and self-development. After that, the results of the tracer study are presented in the tracer study report, which is then submitted to each of the departments. The results of the tracer study are used for revising curriculum and developing learning processes to improve the quality of graduates.

In addition, prospective graduates have to fill out an exit survey as one of the requirements for registering for graduation. This survey aims to receive feedback on the learning process, especially the thesis writing process. This survey also gathers student feedback on the availability and access to career related information. The result of this survey will be used as evaluation material to guide future development of the programme.

The feedback and evaluation from alumni, employers and third parties is also obtained through their participation in various academic and non-academic events, such as workshops, seminars and training. Furthermore, they are usually invited to annual events. The external evaluation is used in various ways, including improving both academic (such as curriculum and syllabus reviews) and non-academic (including collaboration with alumni and infrastructure development) aspects.

#### Programme documentation

Information on the study programmes are available on the respective websites. Information from this website includes the selection schemes, tuition fees, curriculum, programme's objectives, list and description of the courses, multidisciplinary courses, learning activities, examination schemes, student research and community service, competence for undergraduates and working prospects for graduates. The website also includes general information about the faculties, departments, lecturers and staff profiles.

For the **Bachelor and Master of Law**, the information are available on the Faculty of Law UGM official website.<sup>30</sup> For the **Bachelor of Psychology**, the information are available on the faculty's website.<sup>31</sup> The information on **Bachelor in Politics and Government** can be accessed publicly at the BPG website.<sup>32</sup>

The information on the website are explained in detail in the Academic Handbook for each study programme. The Guidebook for the Bachelor in Law (both regular and international class) and Master in Law (both regular and international class) can be found on the Faculty of Law UGM official website.<sup>33</sup>

In addition, Academic Handbook and documents concerning the curriculum can also be accessed through the SIT management system whereby students and lecturers can download the materials. The Academic Handbook contains some sections of general information, student admission, academic registration, learning activities, student evaluation, academic ethics, and other regulations. All information on the website and SIT management system are regularly updated.

Aside from the website, information on the study programmes are also available in promotional flyers (both electronic and printed version). In addition, considering the effectiveness of social media, the study programmes also share important information to the public through their social media accounts.

#### Information on activities during the academic year

Information about the activities can be found on variety of platforms, such as:

- The official website of Universitas Gadjah Mada<sup>34</sup>, which contains academic and non-academic information for all faculties and schools.
- Universitas Gadjah Mada Internal Information System (SIMASTER), which is an integrated system that provides many information and could be used for learning and teaching activities. SIMASTER can be accessed by students, lecturers and staff from all study programmes in UGM.
- UGM email account to which UGM Public Relations send information related to activities that the academic community can participate in.

For the **Bachelor in Law** and **Master in Law** information are also available on:

- Official Instagram accounts of the Faculty of Law (@law.ugm), the Law Career Development Centre (@lcdcfh) and the Research and Publication Unit (@urp\_ugm)
- Faculty of Law of UGM Official YouTube Channel

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<sup>30</sup> see: <https://law.ugm.ac.id/> (last accessed September 29, 2022).

<sup>31</sup> see: <https://psikologi.ugm.ac.id/sarjana-psikologi> (last accessed September 29, 2022)

<sup>32</sup> see: <https://dpp.fisipol.ugm.ac.id> (last accessed September 29, 2022)

<sup>33</sup> see: <https://law.ugm.ac.id/pasca/magister-ilmu-hukum/> and [Master in Laws – LLM Program – Fakultas Hukum Universitas Gadjah Mada \(ugm.ac.id\)](https://www.ugm.ac.id) (last accessed September 29, 2022)

<sup>34</sup> see: <https://www.ugm.ac.id/> (last accessed September 29, 2022)



- The Annual Dean's Report which contains information, updates and activities from all study programmes in the Faculty of Law UGM. The Dean's Report is presented by the Dean in the Open Senate Meeting.

For the **Bachelor in Psychology** information are available on:

- Youtube Channel of the Faculty of Psychology
- Instagram of the Faculty of Psychology

For the **Bachelor in Politics and Government** information are available on:

- Facebook Account of the department
- Twitter Account of the department
- Instagram Account of the department
- YouTube Channel of the department
- Spotify Channel of the department

Therefore, prospective students, alumni, partners, and other stakeholders can follow the UGM's news and activities through the UGM's website and social media.

## Appraisal:

During the online conference, the panel got insights into the quality assurance and development processes for the BL, ML, BPG and BPP that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. Responsibilities are clearly defined. Additionally, graduates and representatives from the professional side are included in the process since they also give feedback on the study programme. Success rate and graduate employment are taken into account. All four study programmes have the national "A" accreditation that also includes the quality management system.

However, there is no student survey at the course level in the four study programmes, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

Therefore, the panel recommends the following **condition** for all four study programmes:

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

In general, evaluation by the students, quality control by the faculty and external evaluation are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide

input for the quality development process. However, there is a lack of communication of the results and the resulting measures. As the results are not communicated to the students involved, the panel strongly recommends communicating the results of the evaluations to the students.

To involve students even more into the quality management process and also with respect to the further development of the programme, the panel team recommends considering setting up a steering committee (also as a forum in which the programme director discusses the performance of the programme).

The study programme's content, curriculum and examination scheme have been suitably documented and published. These are available on the website as well as on the online platform SIMASTER. However, the panel team is of the opinion, that UGM has too many different documents with regulations for the four study programmes, which can be difficult for students. In order to provide students with the greatest possible overview and transparency, the panel therefore recommends checking whether all programme-related information can be transferred to one or a few documents and compiling a comprehensive and concise document with study and exam regulations.

Moreover, the University regularly publishes current news and information – both quantitative and qualitative – about the study programme. These are distributed via the website of UGM and several social media accounts including Facebook, Instagram, Twitter, Spotify and YouTube.

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

# Quality profile

HEI: Universitas Gadjah Mada, Indonesia

**Bachelor / Master programme:** Bachelor of Politics and Government (BPG), Bachelor of Psychology (BP), Bachelor in Law (BL), Master in Law (ML)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6*	Methods and scientific practice (Asterisk Criterion)			BP, BPG, BL, ML		
3.1.7*	Examination and final thesis (Asterisk Criterion)			BP, BPG, BL, ML		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				BP, BPG, BL, ML	
3.2.2*	Study and exam regulations (Asterisk Criterion)			BP, BPG, BL, ML		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BP, BPG, BL, ML		
3.2.4	Equality of opportunity			BP, BPG, BL, ML		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			BP, BPG, BL, ML		
3.3.2*	Course materials (Asterisk Criterion)			BP, BPG, BL, ML		
3.3.3	Guest lecturers		BP, BPG, BL, ML			
3.3.4	Lecturing tutors		BP, BPG, BL, ML			
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			BP, BPG, BL, ML		
3.4.2	Internationality of the student body			BP, BPG, BL, ML		
3.4.3	Internationality of faculty		BP, BPG, BL, ML			
3.4.4	Foreign language contents		BP, BL, ML	BPG		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		BPG	BL, ML, BP		
3.6*	Skills for employment / Employability (Asterisk Criterion)			BP, BPG, BL, ML		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			BP, BPG, BL, ML		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			BP, BPG, BL, ML		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BP, BPG, BL, ML		
4.1.4	Practical business experience of faculty			BP, BPG, BL, ML		
4.1.5*	Internal cooperation (Asterisk Criterion)		BP, BPG, BL, ML			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.6*	Student support by the faculty (Asterisk Criterion)			BP, BPG, BL, ML		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					BP, BPG, BL, ML
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			BP, BPG, BL, ML		
4.2.2	Process organisation and administrative support for students and faculty			BP, BPG, BL, ML		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			BP, BPG, BL, ML		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			BP, BPG, BL, ML		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			BP, BPG, BL, ML		
4.4.2*	Access to literature (Asterisk Criterion)		BP, BPG, BL, ML			
4.5	Additional services					
4.5.1	Career counselling and placement service			BP, BPG, BL, ML		
4.5.2	Alumni Activities			BP, BPG, BL, ML		
4.6*	Financing of the study programme (Asterisk Criterion)			BP, BPG, BL, ML		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				BP, BPG, BL, ML	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				BP, BPG, BL, ML	
5.2.2	Evaluation by faculty			BP, BPG, BL, ML		
5.2.3	External evaluation by alumni, employers and third parties			BP, BPG, BL, ML		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			BP, BPG, BL, ML		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.3.2	Information on activities during the academic year			BP, BPG, BL, ML		