Decision of the FIBAA Accreditation and Certification Committee

5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	21/001, cluster 2
Higher Education Institution:	Universitas Sebelas Maret (UNS)
Location:	Surakarta, Central Java, Indonesia
Study Programme:	1. Bachelor's Degree Program in Economics Education - Sarjana Pendidikan (S.Pd.) 2. Bachelor's Degree Program in Public Administration - Sarjana Ilmu Sosial (S.Sos.) 3. Bachelor's Degree Program in Law - Sarjana Hukum (S.H.)
Type of Accreditation:	Initial accreditation

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

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

Period of Accreditation: March 23, 2022 to March 22, 2027

Conditions:

<u>For all above mentioned study programmes</u>

Condition 1:
The University implements a student workload evaluation system for each course (see chapter 5).

The FIBAA Accreditation and Certification Committee has specified the recommended condition by the panel (see Summary and chapter 5) to implement not only the relevant survey question about the workload in the course evaluation form, but that the University ensures a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

<u>For Bachelor's Degree Program in Economics Education (S.Pd.)</u>

Condition 2:
The University

- defines and calculates the internships (Magang industry (industrial internship), PLP (teaching assistance) and KKN (community service) with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations for Magang industry

(industrial internship), PLP (teaching assistance) and KKN (community service) (see chapter 3).

Proof of meeting these conditions is to be supplied by December 22, 2022.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on March 22, 2023.

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
Universitas Sebelas Maret, Indonesia

Bachelor programme:
1. Bachelor's Degree Programme in Economics Education
2. Bachelor's Degree Programme in Public Administration
3. Bachelor's Degree Programme in Law

Qualification awarded on completion:
1. Bachelor of Education – Sarjana Pendidikan (S.Pd.)
2. Bachelor of Social Science – Sarjana Ilmu Sosial (S.Sos.)
3. Bachelor of Law – Sarjana Hukum (S.H.)

General Information on the study programmes

Brief description of the study programmes:

Bachelor's Degree Programme in Economics Education (BEE)

BEE is a four-year undergraduate degree programme designed to produce graduates who possess competencies and skills to innovatively plan and implement economic learning by combining knowledge of teaching materials, pedagogy, and the use of ICT-based learning media and other relevant approaches. Graduates shall be able to prepare scientific work in economic education and build broad perspectives in global and societal contexts to promote lifelong independent learning. Graduates become Economics Educators, Researchers of Economics Education or Entrepreneurs in Economics Education.

Bachelor's Degree Programme in Public Administration (BPA)

BPA is a four-year-long undergraduate academic programme that has been designed to prepare students to proceed in the increasingly rapid development of science, technology, global challenges, and competition. It aims to produce graduates who have theoretical and methodological qualifications and technical skills in the field of public policy (formulation, implementation, evaluation, analysis, communication, and advocacy), public organisations, public management, public bureaucracy and governance, and research on social issues, politics and public policy both institutionally and independently. They shall be able to think critically, creatively, innovatively and adaptively towards the dynamic changes of social, economic, political, and cultural environment. Graduates work in the fields of Public Administrators, Public Policy Analyst, and Academics or Researchers.

Bachelor's Degree Programme in Law (BoL)

BoL is a four-year-long undergraduate academic programme which has been designed in response to the challenges of the Industrial Revolution 4.0 era and the demand of government regulations and policies. Graduates are qualified to work as Law enforcers (police officers, prosecutors, judges, and advocates), legal practitioners and researchers.

Type of study programme:

All programmes: Bachelor programme

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

BEE: 4 years 220.5 ECTS credits (147 SKS[1] credits)
BPA: 4 years 219 ECTS credits (146 SKS credits)
BoL: 4 years 219 ECTS credits (146 SKS credits)

Mode of study:

All programmes: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: no

[1] *Satuan Kredit Semester* (Semester Credit Units) – see chapter 3.2

Scope (planned number of parallel classes) and enrolment capacity:
BEE: 3 classes with 300 student capacity
BPA: 3 classes with 300 student capacity
BoL: 10 classes with 450 student capacity

Programme cycle starts in:
All programmes: July

Initial start of the programme:
All programmes: 1976

Type of accreditation:
All programme: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor's Degree Programme in Economics Education (S.Pd.), the Bachelor's Degree Programme in Public Administration (S.Sos.) and the Bachelor's Degree Programme in Law (S.H.) was made between FIBAA and Univesitas Sebelas Maret on January 27, 2021. On August 9, 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. The HEI has agreed with the chosen experts. The panel consisted of[2]:

Judith Barth
University of Cologne, Germany
Student of Law (German State Exam)

Prof. Dr. Karin Halbritter
IU Internationale Hochschule, Germany
Professor of Business Education, especially Competence (Counselling Sciences, Coaching/Business Coaching, Business Education, Educational Management, Human Resource Development, Human Resource Management, Leadership, Organizational Management, Change Management, Network Management)

Prof. Dr. Dennis Hilgers
Johannes Kepler University Linz, Austria
Professor for Public and Non-profit Management (Public Management, Innovation Management, Public Accounting, Controlling, Business Administration, Non-profit Management)

Dipl.-Handelslehrer Gerd Rieger
RiegerTraining - Innovatives Wirtschaftstraining, Germany
Business Owner

Ass. Professor Dr. Radian Salman
Airlangga University, Surabaya, Indonesia
Coordinator of study programme, Master of Science in Law and Development

Prof. Dr. Wolfgang Voegeli
University of Hamburg, Germany
Professor em. for Civil and Commercial Law (Family Law, Sociology of Family Law, Family Policy, General Civil Law, Competition Law, European and International Business Law)

FIBAA project manager:
Maya Köhler

[2] The names are presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and online conference (because of the Covid-19 pandemic). The online conference took place on October 5 – 7, 2021 with representatives of UNS 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 February 25, 2022. The statement on the report was given up on March 4, 2022; it has been taken into account in the report at hand.

Summary

For Bachelor programme

The **Bachelor's Degree Programme in Economics Education (S.Pd.)** offered by Universitas Sebelas Maret fulfils with two 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 March 23, 2022 and finishing on March 22, 2027, under condition. 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: Modular structure of the study programme and Quality assurance and quality development with respect to contents, processes and outcomes[3]. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1 (see Chapter 3):
  The University
  - defines and calculates the internships (Magang industry (industrial internship), PLP (teaching assistance) and KKN (community service) with the given workload and corresponding credits, embedding it into the curriculum;
  - lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations for Magang industry (industrial internship), PLP (teaching assistance) and KKN (community service).
- Condition 2 (see Chapter 5):
  The University implements an evaluation form that collects student feedback about the workload for each course.

Proof of meeting these conditions is to be submitted by December 22, 2022.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

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

- The panel recommends including additional courses on academic writing and quantitative and qualitative research to prepare students even better for the final thesis (see chapter 3.1).
- The panel recommends a stronger promotion of analytical competences and skills rather than testing knowledge (see chapter 3.1).
- The panel recommends describing the ILOs in even greater detail to ensure higher transparency (see chapter 3.2).

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

- The panel recommends reviewing the course structure to examine if content-related courses could be combined to reduce the overall number of courses (see chapter 3.2).
- The panel recommends adjusting the workload between the semesters (see chapter 3.2).
- The panel recommends awarding a higher number of credits to the thesis as the workload is not reflected in the given credits so far (see chapter 3.2).
- The panel recommends the following to facilitate easier comprehension of the study programme for (prospective) students (see chapter 5.3):
    - Providing a graphical overview showing the structure of the curriculum in English and Bahasa.
    - A more precise documentation of the programme regulations in English language (e.g. as Regulation 31).
    - To enhance user-friendliness for students, documents as the module descriptions and the student handbook should show workload, structure of the programme, exam rules with links to Regulation 31 and other official documents.

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 criteria in which the programme exceeds the quality requirements:

- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Alumni activities (see chapter 4.5).

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

The **Bachelor's Degree Programme in Public Administration Education (S.Sos.)** offered by Universitas Sebelas Maret fulfils with one exception 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 March 23, 2022 and finishing on March 22, 2027, under condition. 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: Modular structure of the study programme and quality assurance and quality development with respect to contents, processes and outcomes[4]. They recommend the accreditation on condition of meeting the following requirements:

- Condition (see Chapter 5):
  The University implements an evaluation form that collects student feedback about the workload for each course.

Proof of meeting these conditions is to be submitted by December 22, 2022.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

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

- The panel recommends including additional courses on academic writing and quantitative and qualitative research to prepare students even better for the final thesis (see chapter 3.1).
- The panel recommends a stronger promotion of analytical competences and skills rather than testing knowledge (see chapter 3.1).
- The panel recommends describing the ILOs in even greater detail to ensure higher transparency (see chapter 3.2).
- The panel recommends reviewing the course structure to examine if content-related courses could be combined to reduce the overall number of courses (see chapter 3.2).
- The panel recommends adjusting the workload between the semesters (see chapter 3.2).
- The panel recommends awarding a higher number of credits to the thesis as the workload is not reflected in the given credits so far (see chapter 3.2).
- The panel recommends the following to facilitate easier comprehension of the study programme for (prospective) students (see chapter 5.3):
  - Providing a graphical overview showing the structure of the curriculum in English and Bahasa.
  - A more precise documentation of the programme regulations in English language (e.g. as Regulation 31).

[4] These aspects are asterisk criteria which means that they are essential for the study programme.

- To enhance user-friendliness for students, documents as the module descriptions and the student handbook should show workload, structure of the programme, exam rules with links to Regulation 31 and other official documents.

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 criteria in which the programme exceeds the quality requirements:

- Interdisciplinary thinking (see chapter 3.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2) ,
- Alumni activities (see chapter 4.5).

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

The **Bachelor's Degree Programme in Law (S.H.)** offered by Universitas Sebelas Maret fulfils with one exception 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 March 23, 2022 and finishing on March 22, 2027, under condition. 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: Modular structure of the study programme and Quality assurance and quality development with respect to contents, processes and outcomes[5]. They recommend the accreditation on condition of meeting the following requirements:

- Condition (see Chapter 5):
  The University implements an evaluation form that collects student feedback about the workload for each course.

Proof of meeting these conditions is to be submitted by December 22, 2022.

Furthermore, the quality requirement that has not been fulfilled – Internationality of the student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem is to be considered during the re-accreditation.

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

- The panel recommends a stronger promotion of analytical competences and skills rather than testing knowledge (see chapter 3.1).
- The panel recommends describing the ILOs in even greater detail to ensure higher transparency (see chapter 3.2).
- The panel recommends adjusting the workload between the semesters (see chapter 3.2).
- The panel recommends restructuring the curriculum to have only one moot court per semester to further balance the workload (see chapter 3.2).
- The panel recommends awarding a higher number of credits to the thesis as the workload is not reflected in the given credits so far (see chapter 3.2).
- The panel recommends the following to facilitate easier comprehension of the study programme for (prospective) students (see chapter 5.3):
  - Providing a graphical overview showing the structure of the curriculum in English and Bahasa.
  - A more precise documentation of the programme regulations in English language (e.g. as Regulation 31).
  - To enhance user-friendliness for students, documents as the module descriptions and the student handbook should show workload, structure of the programme, exam rules with links to Regulation 31 and other official documents.

[5] These aspects are asterisk criteria which means that they are essential for the study programme.

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 criteria in which the programme exceeds the quality requirements:

- Internal cooperation (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2) ,
- Alumni activities (see chapter 4.5).

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 Sebelas Maret (UNS) was established on March 11, 1976 according to the Presidential Decree No. 10 of 1976 on the Establishment of Universitas Negeri Surakarta Sebelas Maret. UNS is located in Surakarta, Central Java. Its vision is to become an excellent center for the development of science, technology, and art at the international level based on the values of national culture. Its missions include (1) organizing education and teaching that demand lecturers' self-development and encourage students' independence in acquiring knowledge, skills, and attitudes; (2) conducting research based on new discoveries in science, technology, and art; and (3) providing community service activities oriented towards community empowerment efforts.

Based on the Regulation of Government of the Republic of Indonesia No. 56 of 2020 dated on October 6th, 2020, UNS earns the status of State Higher Education Institution with Legal Entity (PTN-BH). It is also accredited “A” (excellent) based on Decision of the National Accreditation Board for Higher Education (BAN-PT) No.142/SK/BAN-PT/Akred/PT/VII/2018 dated on July 17, 2018.

UNS has eleven faculties, one Vocational School, and one Graduate School consisting of 20 Doctorate Degree Programme, 46 Master’s Degree Programme, 14 Medical Specialist Education Programme, four Professional Programme, 66 Bachelor’s Degree Programme, and 26 Vocational School Programme. Based on the registration and statistics referring to data documentation as of 26 October 2020, UNS has 43,439 active students at various levels of education.
BEE is part of the Faculty of Teacher Training and Education while BPA is included in the Faculty of Social and Political Sciences and BoL belongs of the Faculty of Law.

Statistical data

Table 1: Statistical Data: Bachelor's Degree Programme in Economics Education (BEE)

		2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
# Study Places		70	80	100	100	80	80
# Applicants	∑	658	2125	1769	1944	1892	1119
	f	438	1237	967	1027	982	703
	m	220	888	802	917	910	416
Application rate		940,00%	2656,25%	1769,00%	1944,00%	2365,00%	1398,75%
# First-Year Student	∑	60	67	89	78	75	99
	f	46	59	71	58	55	83
	m	14	8	18	20	20	19
Rate of female students		0,766666667	0,880597015	0,797752809	0,743589744	0,733333333	0,838383838
# Foreign Students	∑	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		85,71%	83,75%	89,00%	78,00%	93,75%	123,75%
# Graduates	∑	50	23	N/A	N/A	N/A	N/A
	f	38	21	N/A	N/A	N/A	N/A
	m	12	2	N/A	N/A	N/A	N/A
Success rate		N/A	N/A	N/A	N/A	N/A	N/A
Dropout rate*		*N/A**	*N/A**	N/A*	N/A*	N/A*	N/A*
Average duration of study		4 years 1 month	4 years 3 month	N/A	N/A	N/A	N/A
Average grade of final degree		3,44	3,49	N/A	N/A	N/A	N/A

N/A : have not graduated yet, therefore the rate cannot be calculated yet.
* Maximum duration for students to finish their study is 7 years (14 semesters).
* N/A means the number of student who are dropout from the study programme cannot be calculated yet.

Table 2: Statistical Data: Bachelor's Degree Programme in Public Administration (BPA)

		2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
# Study Places offered by HEI		120	120	100	100	120	100
# Applicants	∑	4678	5116	7886	6527	2590	3928
	f						
	m						
Application rate		3898.33%	4263.33%	7886.00%	6527.00%	2158.33%	3928.00%
# First-Year Students (accepted applicants)	∑	116	129	109	111	125	83
	f						
	m						
Rate of female students		0	0	0	0	0	0
# Foreign Students	∑	0	0	0	2	2	2
	f						
	m						
Rate of foreign students		0	0	0	18.018.018	16	24.096.386
Percentage of occupied study places		96.67%	107.50%	109.00%	111.00%	104.17%	83.00%
# Graduates	∑	91	82	92	82	98	46
	f			N/A	N/A	N/A	N/A
	m			N/A	N/A	N/A	N/A
Success rate (students who finished their studies)		N/A	N/A	N/A	N/A	N/A	N/A
Dropout rate (students who dropped their studies)		N/A	N/A	N/A	N/A	N/A	N/A
Average duration of study		4.11	4.70	4.50	4.10	4.70	4.70
Average grade of final degree		3.26	3.36	3.46	3.47	3.46	3.49

N/A: have not graduated yet, therefore the rate cannot be calculated yet.
* Maximum duration

Table 3: Statistical Data: Bachelor's Degree Programme in Law (BoL)

		2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
# Study Places		450	450	450	450	450
# Applicants	∑	8520	9052	10279	9574	8485
	f	4863	5368	5613	5293	5264
	m	3657	3684	4666	4281	3221
Application rate		1893,33%	2011,56%	2284,22%	2127,56%	1885,56%
# First-Year Students *(accepted applicants)*	∑	442	462	446	457	456
	f	310	309	253	270	309
	m	132	264	193	187	147
Rate of female		0,701357466	0,668831169	0,567264574	0,590809628	0,677631579
# Foreign Students	∑	0	0	0	0	1
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0,002192982
Percentage of occupied study places		98,22%	102,67%	99,11%	101,56%	101,33%
# Graduates	∑	343	340	N/A	N/A	N/A
	f	174	183	N/A	N/A	N/A
	m	169	157	N/A	N/A	N/A
Success rate		N/A	N/A	N/A	N/A	N/A
Dropout rate		*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Average		4 years 3 months	*4 years 6 months*	*N/A*	*N/A*	*N/A*
Average grade		3,43	*3,45*	*N/A*	*N/A*	*N/A*

N/A : have not graduated yet, therefore the rate cannot be calculated yet.
* Maximum duration for students to finish their study is 7 years (14 semesters).
* N/A means the number of student who are dropout from the study program cannot be calculated yet.

According to UNS, the average drop-out rate per year has not yet been calculated, because it is based on a overall study period of 14 semesters (Bachelor students are allowed to study up to seven years).

However, UNS provided drop-out rates for student cohorts that already finished their studies:

Batch	BOL			BEE			BPA		
	student number	Drop-out	%	student number	dropout	%	student number	Drop-out	%
2014	450	5	1.11	57	2	3.51	105	0	0.00
2013	450	2	0.44	66	2	3.03	87	5	5.75
2012	450	4	0.8	60	5	8.33	94	1	1.06
2011	450	3	0.67	65	4	6.15	86	1	1.16
2010	450	2	0.44	70	1	1.43	103	0	0.00

Appraisal

According to the statistical data provided by the University, there seems to be a constant demand for all programmes. The application rate indicates steady numbers and was always above the capacity limit of the study programme. The displayed drop-out rates for previous cohorts are low and show no conspicuousness.

Programme Description and Appraisal in Detail

1 Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

All study programmes

BEE, BPA, and BoL objectives are based on standards that have been set at national and university levels. Namely Law No. 12 of 2012 on Higher Education; Presidential Regulation No. 8 of 2012 on the Indonesian Qualification Framework (IQF); Regulation of Minister of Education and Culture No. 3 of 2020 on the National Standard for Higher Education (SN Dikti), as well as scientific studies of similar study programmes.

Bachelor's Degree Programme in Economics Education (BEE)

The BEE Study Programme Objectives (SPOs) are:

- to produce Economics Educators who have high professionalism and competencies with global perspectives;
- to produce new innovations in the field of Economics Education as a basis for solving problems in the field of teacher training and education that keeps increasing in quantity and quality;
- to produce works on practice-oriented problems in the field of Economics Education, which are constantly increasing in quantity and quality.

Based on the objectives above the graduates have the following graduate profiles:

- **Economics Educators:** Able to educate, teach Economics, evaluate learning, and use IT-based learning media to students.
- **Researchers of Economics Education:** Able to conduct researches that contribute to solving Economics Education problems.
- **Entrepreneurs in Economics Education:** Having entrepreneurial competencies both independently and collaboratively in the field of Economics Education and being able to contribute to society.

Based on the graduate profiles, the Programme Learning Outcomes (PLOs) are organised, consisting of attitudes, general skills, knowledge, and specific skills.
It covers inter alia:

- Ability to use IT and other relevant media to facilitate Economics learning.
- Ability to plan and implement Economics learning innovatively by combining knowledge of teaching materials, pedagogics, and using ICT-based learning media and other relevant approaches.
- Ability to prepare scientific work of Economics Education based on information and data and document it.
- Ability to build broad perspectives in global and social contexts to enhance lifelong independent learning processes.

The purpose of this study programme is to prepare students to proceed in the increasingly rapid development of science, technology, global challenges, and competition. It equips

students with learning skills in global citizenship, collaboration, communication, creativity and imagination, problem solving, critical thinking and content knowledge, and ICT-based learning. Students achieve literacy and life skills that can facilitate them in implementing their knowledge into the community.

Bachelor's Degree Programme in Public Administration (BPA)

Based on changes in government regulations and policies, development in science and technology, the university's, faculty's, and study programme's vision, missions, objectives and strategies, and market signal analysis, the objectives (SPOs) of BPA are set as follows:

- Produce graduates who have theoretical and methodological qualifications and technical skills in the field of public policy (formulation, implementation, evaluation, analysis, communication, and advocacy), public organisations, public management, public bureaucracy and governance, and research on social issues, politics and public policy both institutionally and independently.
- Produce graduates with humanistic and competitive character, and advanced local and global perspective.
- Produce graduates who are able to think critically, creatively, innovatively and adaptively towards the dynamic changes of social, economic, political, and cultural environment.

BPA is a study programme that produces graduates who are qualified as:

- **Public Administrators:** First-level managers in government agencies or other public organisations who have technical and human skills, human and conceptual skills in managing public sector resources as well as formulating and evaluating public policies. They are able to optimize digital technology and data literacy in solving managerial problems and analysing public policy.
- **Public Policy Analysts:** Public policy analysts in the government, private sector, and non-profit organisations such as non-governmental organisations (NGOs), who are able to identify and analyse public issues and deliver solutions by taking advantage of information and data collection, as well as field observation and/or digital technology.
- **Academics or Researchers:** Graduates with knowledge in management and public policy by mastering theory alongside data and information literacy skills.

Based on the graduate profiles, the Programme Learning Outcomes (PLOs) are organised, consisting of attitudes, general skills, knowledge, and specific skills.
It covers inter alia:

- Theoretical concepts of administration, organisation, bureaucracy, public policy, public services, organisational behaviour, state finance, administrative reform, and governance.
- Principles and concepts of macroeconomics, state-level administrative law, risk management, and public administration ethics.
- Qualitative and quantitative research methods such as survey, field research, case study, document study, and policy research.
- Ability to formulate the concepts of public service/public policy making using digital information technology in providing services and in formulating public policies.

Bachelor's Degree Programme in Law (BoL)

In responding to the challenges of the Industrial Revolution 4.0 era and the demand of government regulations and policies, BoL uses an Outcome-Based Learning (OBE) approach in the learning and teaching implementation. Consequently, the curriculum design for Bachelor's degree programme is also developed based on OBE which includes three integral components consisting of Outcome-Based Curriculum (OBC), Outcome-Based Learning and Teaching (OBLT), and Outcome-Based Assessment and Evaluation (OBAE).

The BoL Study Programme Objectives (SPOs) are:

- Competency in implementing legal knowledge to resolve legal issues and able to communicate it in written and spoken language.
- Students continuously hone and develop their professionalism for self-development that can contribute to the advancement of society at national and international level.
- Ability to apply ethical principles and interdisciplinary mind-set in professional and societal contexts.

Furthermore, BoL determines the Intended Learning Outcomes (ILO) to produce graduates who have qualifications in accordance with the Indonesian Qualification Framework, the vision and missions of the university, faculty, and study programme, and the needs of graduate users. The ILOs are designed to achieve specific and general learning outcomes, inter alia:

- Ability to implement and use legal knowledge in solving legal problems and adaptation to any situation.
- Ability to design and prepare legal documents.
- Ability to conduct legal research professionally.
- Ability to formulate legal problem-solving procedurally.

BoL is a study programme that produces graduates who are qualified as:

- **Law enforcers (police officers, prosecutors, judges, advocates):** Able to use legal theories, concepts, and principles to solve legal problems through litigation process.
- **Legal practitioners:** Become legal staff, legal drafters, diplomatic staff, mediators, arbitrators, negotiators, auditors, curators, consultants, Intellectual Property Rights (IPR) consultants, HRD staff who are able to do legal reasoning to solve legal problems faced by the community through non-litigation mechanism.
- **Researchers:** Contribution to the planning and designing of legal development research at the dogmatic, theoretical, and philosophical level through interdisciplinary and multidisciplinary approaches.

Appraisal:

During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market and that UNS involves alumni and industry in order to further develop the programmes.

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

discipline of each study programme. 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 correspond with the aspired level at graduation. They take into account the requirements of the national qualifications framework of Indonesia.

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

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

Table 4: Programmes enabling international contents and intercultural aspects

Aspects	BEE	BPA	BoL
International contents			
Programmes	Global Challenge	Global Challenge, student exchanges	Global Challenge, student exchanges
Classes	Some classes are bilingual available	Some classes and presentations use English	Incorporating international cases in several courses
Activities	• Guest lectures (inbound and outbound), • conferences, • seminars	• Guest lectures (inbound and outbound), • Student exchanges (inbound and outbound), • conferences, • seminars	• Guest lectures (inbound and out-bound), • conferences, • seminars
Intercultural aspects			
Programmes	Global Ambassador	Global Ambassador, International Journal / Proceeding as a thesis requirement	Global Ambassador

The university has the Staff Inbound programme, which allows the study programmes at UNS to invite experts from abroad to become lecturers in the study programmes for a certain period of time (one semester or one year). Furthermore, the lecturers from UNS of BEE, BPA and BoL have international experiences from obtaining Doctorate degrees abroad, acting as guest lecturers and doing collaborative research in foreign universities.

The students get prepared to work in an international environment and to interact in a multi-cultural (intercultural) atmosphere or environment.
The three study programmes include international content to their curriculum and integrate intercultural aspects in their learning:

Bachelor's Degree Programme in Economics Education (BEE)

Intercultural aspects of the BEE curriculum are implemented in subjects such as environmental economics, international economics and business economics. Also, BEE implemented two new courses namely Digital Economy and Digital Classroom Management. The material developed in this course reflects aspects of digital mastery in an international context.

In the Digital Economy course, learning is carried out using bilingual, both for lecture delivery by lecturers as well as class discussions and assignments. The goal is that students are skilled in using English as a medium of communication and self-development.

Students take part in national and international student competitions (cf. self evaluation report p. 31). E.g. students of BEE in the Business Plan competition or the in Southeast Asian Sales Competition (SEASAC) and European Sales Competition (ESC).

To support the internationalisation program of study programmes, in 2020 an international seminar on economic and entrepreneurship education was held by presenting experts from Japan, the United States and the Philippines.

Bachelor's Degree Programme in Public Administration (BPA)

The mastery of foreign language is intended as the first step in opening international career opportunities for UNS students. Thus, English for Social Science course is offered to students.

The international focus of various courses aims to provide graduates with the skills and knowledge needed for employment in local, national and international fields. BPA offers courses that facilitate gaining perspective and experience across countries. The courses on the development policy in gender perspective, the policy of poverty alleviation, digital governance, and bureaucracy and governance are among the courses to support the international perspective.

To further support the international orientation of the study programme, the lecturers and students of BPA are involved in the international events. The International Conference on Social and Political Sciences (ICOSAPS) is held biannually by the Faculty of Social and Political Sciences. BPA was just recently selected to be the host of the Annual International Conference of the Indonesian Association of Public Administration. Students are also involved in publishing articles and presentations in English at international seminars or conferences with a team of lecturers.

Bachelor's Degree Programme in Law (BoL)

BoL prepares students to face the world of work at the international level. Students study law from local, national and international perspectives.

In the BoL curriculum several courses in each department show an international outlook, especially in the International Law Department with the following courses**:** International Law, International Humanitarian Law, International Organizations Law, International Law of the

Sea, International Trade Organization Law, International Economic Law, International Environmental Law, ASEAN Law.

Some courses have been designed according to the demand of international market in law. BoL also opens pilot international classes. The pilot classes are designed to be conducted in full English class or bilingual. These classes are offered for specific courses in all departments.

Current legal issues are not only domestic but also global. The BoL curriculum enables graduates to work in an international working environment. Many BoL graduates have successfully joined Multinational Lawyers' Offices. There are also alumni working as legal officers handling international cases, both in national and international companies.

It is mandatory that BoL students have good English language proficiency (TOEFL ITP score of 450 by the end of the programme). Participation in international competitions aims to improve students' knowledge and skills, including the ability to adapt in a multicultural environment.

Appraisal:

With regard to the international orientation the panel is of the opinion that all of the programme designs take into account the required international aspects. This is done with respect to the graduates' employability and considering the geographically specific contents.

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

1.3 Positioning of the study programmes

<u>Bachelor's Degree Programme in Economics Education (BEE)</u>

<u>Positioning programme in the educational market</u>
Currently, BEE is one of the national referral study programmes due to the involvement of lecturers and alumni in bachelor associations and a team of experts in Economics Education. The progress and role of BEE in producing professional teachers for the Indonesian people, specifically Central Java and its surroundings are already well-established. Knowledge and experience in its implementation are often used as references by other higher education institutions in Central Java and Indonesia.

Nowadays BEE competitors in the local and the regional market in Java are

- Universitas Pendidikan Indonesia (UPI-Bandung)
- Universitas Negeri Semarang (UNNES)
- Universitas Negeri Yogyakarta (UNY)
- Universitas Negeri Malang (UM)

- Universitas Jenderal Sudirman Purwokerto (UNSOED)

Furthermore, outside Java the Universitas Negeri Makassar (UNM) and Universitas Negeri Padang (UNP) are direct competitors of UNS.

According to UNS their competitive advantage to attract potential students could be mentioned as follow (cf. self-evaluation report p. 37):

- BEE has a good reputation in the national accreditation score
- It is located in Surakarta, an attractive city with low living costs
- It is offering several mobility programmes (inbound and outbound)
- It has outstanding alumni in various area
- It has various laboratories for education purposes (computers, micro teaching and minimarket)
- UNS is named as a top university in the country

Positioning on the job market for graduates („Employability“)

In terms of the positioning of the programme on the job market BEE graduates have gained recognition and find work in a relatively short time. Based on the waiting period data obtained from the results of the tracer study, graduates find their first job after three months on average.

BEE is designed to produce graduates who will work as Economics educators, young researchers in Economics Education, and entrepreneurs. The BEE 2021 tracer study shows that the percentage of BEE graduates working and involving in non-teaching field is balanced compared to those working as educators, and that educator graduates work as educators/teachers in local and national institutions. It indicates that public trust in BEE graduates is very high. Many graduates work in various public/private educational institutions, educational consulting companies, banking, service industries, as independent entrepreneurs, and other sectors.

Positioning within the HEI's overall strategic concept

The objectives determined by BEE are according to the vision, mission, objectives, and strategies of UNS and their respective faculties. Therefore, the sustainability of education management in each study programme is aimed to achieve the Key Performance Indicators (KPIs) established by the university. The KPIs are that graduates obtain proper jobs, students gain experience outside campus, lecturers have off-campus activities, practitioners teach on campus, lecturers' works are used by community or gain international recognition, the study programme collaborates with world-class partners, classes are collaborative and participatory, and study programme obtain international standards.

BEE applies the principles of good governance and implements effective management and quality assurance system in the institution. The implementation of the learning programme is conducted by applying the principles of credibility, transparency, accountability, responsibility, and fairness. This shall be in accordance with the university’s vision to be “an excellent centre of development of science, technology, and arts at international level based on the noble values of national culture”.

Bachelor's Degree Programme in Public Administration (BPA)

Positioning programme in the educational market

BPA has a good position in the regional, national, and international education markets. This is due the conformity of the curriculum with the Indonesian Qualification Framework (IQF) and the National Standard for Higher Education (SN-Dikti). One of the advantages is the curriculum content that has incorporated specific-issue contents, such as Development Policy with Gender Digital Governance Perspective and Rural Development Policy.

BPA offers multidisciplinary and cross-cutting edge themes that also incorporate specific public issues in local, national, and international contexts. The study programme provides strong issues in policy studies and public management in local government, gender, and the adoption of public service innovation.

The achievement of researches, publications in reputable indexed international and international journals became the strength of BPA. The study programme also collaborates with many stakeholders in public sectors and universities at the local, national, and international levels.

Other reasons students choose the BPA of UNS (cf. self-evaluation report p. 38):

- The study programme holds the highest reputation (an A score) for national accreditation.
- The study programme offers various and multidisciplinary courses with lecturers in many expertise's and supporting learning facilities.
- The university is located in the city of Surakarta, Central Java province, known as a friendly and cultural city with low living costs and awarded as the most liveable city.

The main competitors of the BPA programme are:

- Department of Management and Public Policy Faculty of Social and Political Sciences Universitas Gadjah Mada. This HEI is one of the most prestigious universities in the country and is located only about two hours from UNS.
- Universitas Indonesia Jakarta
- Universitas Diponegoro Semarang

Internationally, UNS considers the National University of Singapore and the University of Malaysia as the main competitors of the BPA study programme.

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

BPA graduate profiles are designed to meet the needs of employment in government (all areas of government affairs), private sector (related to policy analysis, resource management, and organizational governance), as well as non-profit organizations (as public administrators and public policy analysts), and academics or researchers.

Based on the results of the 2020 tracer study, BPA graduates enter government agencies, state-owned / local-owned enterprises/, private companies, and non-profit organisations. To this day, the graduates have penetrated various scopes of work and some have also obtained professional strategic positions such as Secretary of Local/Regional Governments,

Secretary of the Constitutional Court, Deputy of Ministries, and the National Civil Service Agency.

Positioning within the HEI's overall strategic concept

The objectives determined by BPA are according to the vision, mission, objectives, and strategies of UNS and their respective faculties. Therefore, the sustainability of education management in each study programme is aimed to achieve the Key Performance Indicators (KPIs) established by the university. The KPIs are that graduates obtain proper jobs, students gain experience outside campus, lecturers have off-campus activities, practitioners teach on campus, lecturers' works are used by community or gain international recognition, the study programme collaborates with world-class partners, classes are collaborative and participatory, and study programme obtain international standards.

The BPA is in line with and under the regulation of the faculty and university. The vision, mission, objectives, and strategic plan of the university and faculty are the main references for the implementation of the study programme.

Bachelor's Degree Programme in Law (BoL)

Positioning programme in the educational market

BoL represents a good reputation at the national and international levels. Since 2003, BoL was accredited "A" (Excellent) by BAN-PT for four consecutive times[6].

BoL identifies the main competitors at local, regional and national level:

- In the scope of local universities, the main competitor is the University of Muhammadiyah Surakarta (UMS), a private university which is also growing rapidly.
- Regionally, there are the Gadjah Mada University, Diponegoro University and Airlangga University.
- At the national level, there are the University of Indonesia and the University of Padjadjaran.
- Internationally, there are universities in Asian countries such as the National University of Singapore, Chulalongkorn University, Thailand and Universiti Kebangsaan Malaysia.

The competitive advantages of BoL are (cf. self-evaluation report p. 39):

- UNS is located in a city with high and diverse cultural values which is reflected in the curriculum content such as customary law.
- BoL has qualified human resources with various expertises in the field of law.
- The curriculum content is rich in legal practice insights that support the professional skill of graduates.
- An adequate supporting infrastructure and facilities for the learning and teaching process.
- A large number of successful alumni occupy strategic positions throughout the country and actively participating in the alumni network.
- The BoL network or Cooperation with prominent enterprises and HEI both national and international.

[6] 2003, 2008, 2013, and 2019

- High standard of publication in international reputable journals.
- Research Collaboration with foreign HEIs.
- The student mobility programmes (see chapter 4.3).

Positioning on the job market for graduates („Employability“)
Job opportunities for BoL graduates are wide open because the vast majority of works requires legal experts:

- Law enforcement officers (judges, prosecutors, lawyers, and police),
- Legal practitioners (legal consultants, diplomats, human resources department staff, legal drafters, mediators, arbitrators, negotiators, auditors, curators, consultants, Intellectual Property Rights consultants)
- Researchers.

In addition to those environments, BoL graduates have also been able to exhibit their capabilities as legal professionals in other fields (non-litigation) at both national and international levels. Based on the tracer study, it is known that several alumni have had careers as legal experts at these levels. For instance, at the international level, graduates are chosen to become members of the United Nations Committee on the Rights of Persons with Disabilities. At the regional level, alumni have worked in the ASEAN Indonesian representative office. There are also graduates working at national level including Supreme Court Justices, Secretary-General of the Ministry of Law and Human Rights, Head of Legal Bureau of the Ministry of Home Affairs, Assistant Attorney-General for Supervision, Deputy of Laws and Legislations, Ministry of State Secretariat, Secretary of Assistant Attorney-General for Civil Case and State Administration, as well as well-known motivators in Indonesia.

Graduates who build career paths as researchers are found in the study centre at the Institute for Research and Community Service (LPPM) of universities, researchers at the Indonesian Institute of Sciences (LIPI), researchers at NGOs (Indonesia Corruption Watch/ICW and WWF).

Given the analysis of the tracer study, the average university-to-work transition for BoL graduates at their first job ranges from one to three months. The percentage of graduates working in their respective fields reaches more than 82 %.

Positioning within the HEI's overall strategic concept
BoL is one of the study programmes at the UNS Faculty of Law (FL UNS). Currently, FL UNS encompasses four study programmes: Bachelor’s Degree Programme in Law, Master’s Degree Programme in Law, Master’s Degree Programme in Notary, and Doctorate Degree Programme in Law.

The objectives determined by BoL are according to the vision, mission, objectives, and strategies of UNS and their respective faculties. Therefore, the sustainability of education management in each study programme is aimed to achieve the Key Performance Indicators (KPIs) established by the university. The KPIs are that graduates obtain proper jobs, students gain experience outside campus, lecturers have off-campus activities, practitioners teach on campus, lecturers' works are used by community or gain international recognition, the study programme collaborates with world-class partners, classes are collaborative and participatory, and study programme obtain international standards.

BoL is in the focus for achieving the vision of both the faculty and the HEI. The overall strategic concept – that is developed at the university level – is implemented at the faculty and study programme levels. The scientific vision of the study programme is in accordance with the vision of the faculty and HEI.

Appraisal:

The panel formed the view that the university has comprehensibly highlighted the national competitors of the study programmes as well as the special features of the study programmes. Therefore, the positioning of the study programmes on the educational market is plausible to the panel.

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. In addition, UNS makes use of tracer studies and its alumni network to optimise the study programmes' objectives and content.

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

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

2 Admission

The selection system is divided into (1) the National Selection System which consists of National Entrance Test for State Universities (SNMPTN), Joint Entrance Test for State Universities (SBMPTN), and UNS Campus Admission Selection (SM) and (2) International Selection System.

The recruitment method and selection system are based on several policies. The follow-up to the operation of the polices is the student admission process based on Rector's Regulation No. 18/H27/PP/2011, dated on January 10, 2011, on the Entry Path and Capacity for New UNS Students. In addition, transparency and compliance with the prevailing legislations are required in the process of student admission. This is regulated in Rector's Regulation No. 579/UN27/HK/2011, dated December 30, 2011, on the Principle Policies of Management and Administration of Higher Education in Universitas Sebelas Maret.

There are two exam materials in the admission system, namely Scholastic Potential Test (TPS) and Academic Competency Test (TKA). TPS is used to measure the prospective students' potentials, such as cognitive, logic, and general understanding. The main materials in TPS include general cognition, quantitative knowledge, reading and writing comprehension, and general knowledge. TKA is used to measure prospective students' potential in the academic field, which is divided into three types based on the chosen interests: STEM (Science, Technology, Engineering, and Mathematics) with test materials comprising Biology, Physics, Chemistry, and Mathematics, Liberal Arts with test materials comprising History, Geography, Economics, and Sociology, and/or mixed.

Admission requirements

Students within the country choose one of three selection schemes for student admissions, namely: (1) National Entrance Test for State Universities (SNMPTN), (2) Joint Entrance Test for State Universities (SBMPTN) or (3) UNS Campus Admission Selection (SM UNS).The prerequisites for each path in the National Selection System are described in the following.

National Entrance Test for State Universities - SNMPTN

SNMPTN is a selection system coordinated by the Government through the National Testing Agency for State Universities (LTMPT) with the main reference being the academic achievement of prospective students. SNMPTN prerequisites are described as follows:

1. prospective participants are in the last grade of secondary education who will graduate in the current year;
2. prospective participants have good and consistent academic achievements shown by being included in top achievement quota in school as carried out by LTMPT;
3. prospective participants are in the best ranking quota in schools determined based on school accreditation; and
4. apart from referring to academic achievement, UNS also facilitates prospective students who are Hafidzul Qur'an to join SNMPTN provided that they have a Hafidzul Qur'an certificate.

Joint Entrance Test for State Universities - SBMPTN

SBMPTN is a selection system coordinated by the Government through LTMPT with the score of the Computer-Based Written Examination (UTBK) owned by prospective students as the main reference. SBMPTN prerequisites are described as follows:
1. prospective participants have an LTMPT account;
2. prospective participants have a certificate or temporary certificate of graduation from secondary education;
3. prospective participants are graduates from secondary education for the last three years; and
4. prospective participants have valid UTBK SBMPTN scores.

UNS Campus Admission Selection - SM UNS
SM is a selection system that is coordinated directly by each university outside the selection system coordinated by the Government through LTMPT. SM UNS is divided into five categories, including UNS Campus Admission Selection by Achievement (SMJP), UNS Campus Admission Selection by Testing (SMJU), UNS Campus Admission Selection by Partnership (SMJK), UNS Campus Admission Selection for Students with Disability (SMJD), and UNS Campus Admission Selection by UTBK (SM-UTBK). The admission prerequisites for each category are as follows.

Achievement-based UNS Admission - SMJP
SMJP is UNS Campus Admission Selection system by talent scouting with the aim of recruiting prospective participants who have both academic and non-academic achievements (in the cognitive, interest/talent, religious, and other fields). The cognitive field includes the Science Olympiad, Youth Scientific Work Competition, Indonesian/English Debate Competition, Science and Technology Competition, and others. Areas of interest/talent consist of Sports (Athletics, Martial Arts, Games, etc.), Arts (Photography, MTQ, Sound, Painting, Dance, Film, etc.), Design, and others. Meanwhile, the religious field includes Tahfidzul Quran (30 Juz) and/or Holy Book memorisation. SMJP prerequisites are accessible described as follows:
1. prospective participants are Indonesian citizens;
2. prospective participants are healthy so as not to interfere with the study process;
3. prospective participants have a report card starting from Semesters 1 to 5 for Senior High School, or Semesters 1 to 7 for 4-year Vocational High School, or Semesters 1 to 4 for Senior High School students of Acceleration programme; and
4. prospective participants have non-academic achievement documents, including Certificate of achievement in cognitive, interests/talents, religious, and other fields at the international and national level as 1st, 2nd, or 3rd winner obtained during Senior High School/Vocational High School/Islamic Senior High School, or
b. Certificate of Hafidzul Quran (30 Juz) or memorization of Holy Books obtained during the Senior High School/Vocational High School/Islamic Senior High School accompanied by a statement letter.

Test-based UNS Admission - SMJU
SMJU is UNS Campus Admission Selection by considering the Written Examination Score (UTUL) held by Universitas Sebelas Maret as a determinant of admission. SMJU prerequisites are de-scribed as follows:
1. prospective participants are Indonesian citizens;

2. prospective participants are graduates of Senior High School/Vocational High School/Islamic Senior High School/Special Senior High School or the equivalent in the last three years;
3. prospective participants are healthy so as not to interfere with the study process;
4. prospective participants register as SM UNS participants;
5. prospective participants take and have UNS UTUL score; and
6. prospective participants can include their non-academic achievements, if having any.

Partnership-based UNS Admission - SMJK

SMJK is a UNS Campus Admission Selection that is intended for the candidate recommended by partner agencies (companies/local governments/government institutions) that have a valid Cooperation Agreement (PKS) on SMJK between the proposing agency (partner) and UNS. SMJK prerequisites are described as follows:
1. prospective participants are Indonesian citizens;
2. prospective participants are graduates of Senior High School/Vocational High School/Islamic Senior High School/Special Senior High School or the equivalent in the last 3 years;
3. prospective participants are healthy so as not to interfere with the study process;
4. prospective participants register as SM UNS participants;
5. prospective participants have an original report card from school;
6. prospective participants have a letter of recommendation from school;
7. prospective participants have a recommendation letter from UNS Partners;
8. UNS partners has a valid Cooperation Agreement (PKS) on SMJK between the proposing agency (partner) and UNS; and
9. prospective participants can include their non-academic achievements, if having any.

UNS Admission for Students with Special Needs - SMJD

SMJD is a UNS Campus Admission Selection system that is intended for prospective students with special needs. SMJD prerequisites are described as follows:
1. prospective participants are Indonesian citizens;
2. prospective participants are graduates of Senior High School/Vocational High School/Islamic Senior High School/Special Senior High School or the equivalent in the last 3 years;
3. prospective participants register as SM UNS participants;
4. prospective participants have an original report card from school;
5. prospective participants have a report from doctors and psychologists explaining the state of disability and the IQ test results;
6. prospective participants join an interview (SMJD registrants and parents/guardians), to ensure that they will not have difficulty participating in lecture activities related to their disability, both on the UNS campus and in the Study Programme of their choice; and
7. prospective participants can include their non-academic achievements, if having any.

International Selection System Admission Prerequisites

The International Selection System is intended for prospective foreign students. The admission of foreign students is in line with UNS work objectives to achieve an international reputation. The prerequisites of the International Selection System Admission include the following:
1. prospective participants are foreign citizens;

2. prospective participants have a strong interest in seeking a full-time degree at UNS;
3. prospective participants are willing to conduct interviews via video calls; and
4. prospective participants' maximum age is 22.

In addition, referring the Minister of Law and Human Right's Regulation No. 52 of 2016 on the Issuance of Student Visa and Student Visa Stamps, there are technical prerequisites that must be completed by the international student candidates, including
1. a recent colour photograph;
2. a colour scan of passport cover and identity pages;
3. a scan of certified diploma;
4. a scan of certified academic transcript;
5. a health report;
6. a curriculum vitae;
7. a statement of financial ability; and
8. a statement of ability to comply with Indonesian legal regulations.

Selection procedure

The International Office (IO) schedules the interview and prepares interview selection assessment guide. The interview is carried out by Head of the Study Programmer a representative of the study programme chosen by prospective students. The aspects assessed in the interview include prospective students' motivation, academic abilities, and language proficiency. Interviews are conducted online via WhatsApp, Zoom, or Skype. After the interview is complete, the interviewer collects the interview selection results to IO via Google form.

The IO reports the interview selection results to the UNS Technical Implementation Unit for Student Admission (UPT SPMB UNS) and Vice Rector for Curriculum and Education Affairs for a final review. After the final review is completed, IO will contact prospective students who pass it to request study confirmation at UNS. Because the university's digital information system (SIAKAD) website is only available in Indonesian and some parts are not fit for international students, IO will register the international students who have confirmed their study online.

Counselling for prospective students

Prospective students can find out and access information about the study programme and faculties at UNS, especially those related to study levels, capacities, number of interested students, and portfolios at the university's website. In addition, prospective students can also get information through social media accounts, namely, Instagram (@spmbuns) or Facebook (spmbuns) and can contact directly the UNS Academic Bureau Staff via telephone, mail and/or WhatsApp. A direct consultation is also possible at the UNS SPMB office.

Ensuring foreign language proficiency

Mastery of foreign language is not a mandatory requirement in the national selection system (SNMPTN, SBMPTN, and SM). However, UNS ensures that every student succeeds in mastering foreign language, especially English by requiring them to take English for Academic Purposes (EAP) course with a minimum passing score of 60. Similarly, in the international admission selection system, mastery of a foreign language, English, is not mandatory.

Meanwhile, Indonesian language mastery is required to ensure the international students' mastery of Indonesian language (cf. Rector's Regulation No. 31 of 2020). These students

take BIPA courses (Indonesian Language for Foreign Speakers) until they are declared graduated as proven by the Indonesian Language Proficiency Test (UKBI) certificate with a minimum score of 482.
Both EAP course (for domestic students) and BIPA courses (for international students) are managed by UNS Language Centre. The mastery of these languages, English and/or Indonesian, is one of the requirements for both domestic and international students to apply for Theses exam. The regulation of English mastery is stated in Rector's Decision No. 499/UN27/PP/2011 on the Obligation of Passing the EAP course for Students of Bachelor's Degree, Mater's Degree, and Doctorate's Degree Programme.

Transparency and documentation of admission procedure and decision
According to UNS, the transparency in student admissions is shown in the following stages :
1. The promotion of student admissions on various media, including brochures, leaflets, promotional videos, web contents, and social media contents for digital publication;
2. The provision of student admission timelines, both national: SNMPTN, SBMPTN, and SM and international selection systems accessible at https://spmb.uns.ac.id/;
3. The execution of the student admission by referring to the existing timeline; and
4. The announcements of student admission results

The procedures and new student admission decisions, both national (SNMPTN, SBMPTN, and SM) and international admission selections, are documented and accessible 24 hours a day at https://spmb.uns.ac.id/.

Appraisal:

The panel has the view that the admission procedure is regulated and conducted in compliance with the requirements of the Indonesian Higher Education Law. The admission requirements are clearly defined. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service 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, via e-mail and social media accounts.

The selection procedure is transparent and ensures that qualified students are admitted.

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).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

3 Contents, structure and didactical concept of the programme

3.1 Contents

All study programmes

To achieve the learning objectives described in chapter 1.1, curriculum development is carried out through an outcome-based learning (OBL) approach.[7]

The curricula are based on graduate profiles and Intended Learning Outcomes (ILO) (cf. self-evaluation report p. 52). The structure and content of the curricula in BEE, BPA and BoL have been designed to achieve the set Study Programme Objectives (SPOs). The contents of the courses are developed according to scientific and market share needs (stakeholders) based on the results of tracer studies.
Furthermore, agreements of professional associations are taken into account, such as the Professional Association of Economic Educators in Indonesia (ASPROPENDO) and the Indonesian Association of Bachelor of Social Sciences Education (HISPISI) for BEE, the Indonesian Association for Public Administration/IAPA for BPA, and the Association of Indonesian Legal Studies Programme Organizers (APPSIHI) for BoL.

ILOs as standards of knowledge, skills, and attitudes are set out in the curriculum so that they contain the skills needed in the Industrial Revolution 4.0 era: Data literacy, technological literacy, and human literacy. To achieve the ILOs theoretical/conceptual and practical/skilled courses, compulsory and elective courses are held.

In a structured manner, the various types of courses are designed per semester according to their characteristics and taxonomic levels (cf. self-evaluation report p. 52). In general, the theoretical courses are given in semesters 1-3, while the skill courses with a higher taxonomic level are given in semesters 4-6. Meanwhile, elective courses – theoretical and practical – are placed in semesters six and seven. During the digital assessment the programme management stated that the students start writing their thesis in semester seven and complete it in semester eight.

The Indonesian names of the study programmes are given by the Government of Republic Indonesia.

The Community Service programme (KKN[8]) is a community service course that must be attempted by all UNS students, in which students are deployed to the community to socialize, adapt, identify problems and needs in the community, and make a real contribution to solving these problems. Through KKN, students learn problem-solving and work on projects in interdisciplinary groups of students from different study programmes. One KKN location generally has a group of ten to 20 students.

[7] In line with the mandate of Law No. 12 of 2012 on Higher Education, Presidential Regulation No. 8 of 2012 on IQF, and Regulation of Minister of Education and Culture No. 3 of 2020 on SN-Dikti which uses the OBE paradigm.
[8] Kuliah Kerja Nyata

In carrying out academic activities, UNS acts based on ethics, as shown in its vision as a centre for the development of excellent science, technology, and art at the international level based on the values of the national culture. In order to actualize the vision and policies of UNS in the formation of academic ethics, BEE, BPA, and BoL have integrated ethical aspects into the curricula and campus life. The ethical aspect is also promoted and instilled through a study contract that contains the rules of the class implementation or lecture ethics, including academic ethics.

BEE, BPA, and BoL students hand in a thesis (Skripsi) at the end of their study programme.[9]

Bachelor's Degree Programme in Economics Education (BEE)

The curriculum is designed in accordance to the graduate profiles and the ILOs. The ILOs are structured to produce graduates who master the theoretical concepts, knowledge and skills of Economics and its education and skills, and able to apply these concepts in Economics learning in secondary schools.

Table 5: Curriculum BEE

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study
123112001	Islamic Education	3							26,67	64
123112004	Indonesian	3							26,67	64
123132001	Educational Science	3							26,67	64
123132001	Micro Economics	4,5							40	96
123163003	Macro Economics	4,5							40	96
123163004	Economic Math	4,5							40	96
123163005	Introduction to Accounting	4,5							40	96
123163006	Introductory Management	4,5							40	96
total		**32**							**280**	**672**

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study
123232001	Student Development		3						26,67	64
123242002	Economic Learning Strategy		3						26,67	64
123243003	Economic Learning Evaluation		3						26,67	64
123243004	Advanced Microeconomics		4,5						40	96
123243005	Advanced Macroeconomics		4,5						40	96
123243006	Economic Development		4,5						40	96
123243008	Statistics		4,5						40	96
123243007	Tax Economics		4,5						40	96
total			**32**						**280**	**672**

[9] Regulation of Minister of Education and Culture No. 3 of 2020 on SN Dikti and curriculum development guidelines, those designed by Dikti in general and those published by LPPMP for internal UNS use.

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study
123143003	Monetary Economics and Digital Finance			4,5					40	96
123143004	International Economics and Finance			4,5					40	96
123143007	Research methodology			4,5					40	96
123143008	Business Economics*)			4,5					40	96
123143009	Industrial Economy*)			4,5					40	96
123143002	Lesson Planning Economics			4,5					40	96
123112001	Pancasila			3					26,67	64
123143010	Business Management			4,5					40	96
123143005	Banks and Non-Bank Financial Institutions			4,5					40	96
total				**39**					**346,7**	**832**

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-
123212001	Civic Education				3				26,7	64
123232002	Management Of Digital Classroom				3				26,7	64
123112003	Counseling Guidance				3				26,7	64
123232004	Inclusive Education				3				26,7	64
123243005	Educational Economics				4,5				40,0	96
123243006	Digital Economics				4,5				40,0	96
123243007	Human Resource Economics				4,5				40,0	96
123243008	Data Analysis Technique				4,5				40,0	96
123234009	Development of Teaching Materials				4,5				40,0	96
123243010	MSME Management				4,5				40,0	96
123243011	Benefit and Cost Analysis for Business				4,5				40,0	96
total					**43,50**				**386,7**	**928**

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)							Workload	
		1	2	3	4	5	6	7	Hours in Class	Hours Self-Study
123143001	Micro Teaching					4,5			40	96
123122003	Entrepreneurship					4,5			40	96
123353001	Business Feasibility Study *)					4,5			40	96
123353003	Business communication *)					4,5			40	96
123353006	Business Law*)					4,5			40	96
123353004	Institutional and Financial Markets *)						4,5		40	96
123353005	Business Ethics*)						4,5		40	96
123353002	Financial management						4,5		40	96
123353007	Environmental Economics*)						4,5		40	96
C	Colloquium									
	Bachelor's Thesis							9	80	192
total						**23**	**18**	**9**	**440**	**1056**

*) Elective courses

Students take two out of the seven elective courses and gain overall nine ECTS credits.

Integration of theory and practice

BEE courses combine practice and theory. Theoretical courses are the basis for practical and conditional courses that are hold in later semester. When possible, theoretical questions are explained through practical examples. For example, the Business Communication course emphasises the mastery of business presentations, interviews, video-making, and so on. Students are required to pass the theoretical courses of Introduction to Business and Management to continue with the practical Business Communication course that emphasises the mastery of business presentations, interviews, and video-making. The Business

Communication course also involves several business practitioners and entities outside the study programme in order to integrate theory and practice.
The integration of theory and practice is also applied when students do Administrative Work Lectures (internships):

- Semester 6: Magang industry (Industrial Internship)
- Semester 7: PLP (Teaching Assistance)
- Semester 8: KKN (Community Service)

Interdisciplinary thinking

Beside the community programme, the curriculum of BEE includes interdisciplinary learning in most of the courses (e.g. Learner Development, Digital Economy and Industrial Internship).

Ethical aspects

The application of academic ethics in BEE refers to Rector's Regulation No. 828/H27/Km/2007 on UNS Student Code of Conduct, which contains rules on rights, obligations, and prohibitions for students.
Professional ethics for teachers is integrated into the Learner Development, Lesson Planning, and Economics Learning Evaluation courses to achieve the ILO's attitude element.

Methods and scientific practice

Through problem-based learning, project-based learning, and simulations, BEE students learn to implement knowledge from theory to practice and vice versa. By taking related and up-to-date literature from journals, articles, books and related sources, BEE encourages lecturers and students to utilize their understanding and knowledge. In the Educational Research Methods course, empirical studies are conducted. In problem-based learning, students need to emphasize some scientifically real evidence and phenomena. This approach is designed to elaborate methodological concepts into concrete actions.

Bachelor's Degree Programme in Public Administration (BPA)

This degree implies that BPA graduates master IQF Level 6 skills, acting as experts and analysts in the field of public policy and management. The curriculum is designed to fulfil the ILOs according to the IQF Level 6 descriptor set by the Indonesian Association for Public Administration (IAPA). The ILOs are structured to produce graduates who master the theoretical concepts of public administration and are able to apply them in formulating procedural problem solving, decision-making based on information and data analysis, and who have managerial skills in achieving work in the field of policy and public management. To achieve this goal, the curriculum is described in theoretical, ethical/attitude, methodological, and practical courses that support graduate skills (ILOs).

Table 6: Curriculum BPA

	1st Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
	Religious Study:	2							27	64
101	Islamic Education									
	Christianity Education									
103	Catholic Education									
	Hindu Education									
	Buddhist Education									
201	Introduction to Public Administration	3							40	96
	General English	0							0	0
205	Introduction to Sociology	2							27	64
206	Introduction to Political Science	3							40	96
232	Indonesian Language	2							27	64
116	Pancasila	2							27	64
115	Basics Natural Science	2							27	64
302	Introduction to Logic	3							40	96
373	Indonesian Socio-Cultural System	2							27	64
374	Indonesian Political System	3							27	64
	Total (1st Semester)	24							307	736
	2nd Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
114	Civics Education		2						27	64
301	Management Principles		3						40	96
	English for Social Science		2						27	64
332	Introduction to Statistics		3						40	96
271	Indonesian Economic System		2						27	64
304	Social and Political Theories		3						40	96

Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
309	Public Policy		3						40	96
403	Organizational Behaviour		3						40	96
	Total (2nd Semester)		21						280	672
	3rd Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
504	Leadership			3					40	96
231	Social Research Methods			3					40	96
414	Theory of Public Administration			3					40	96
410	Digital Governance			3					40	96
605	Decision-Making			3					40	96
432	Human Resource Management			3					40	96
	Public Policy Formulation			3					40	96
404	Administrative Law			3					40	96
	Total (3rd Semester)			24					320	768
	4th Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
408	Qualitative and Quantitave Research Analysis				3				40	96
	Bureaucracy and Public Governance				3				40	96
471	Implementation and Evaluation of Public Policy				3				40	96
306	Developmental Administration				3				40	96
375	Indonesian Administration System				3				40	96
503	Organizational Development for Public Sector				3				40	96
413	Ethics in Public Administration				3				40	96
	Total (4th Semester)				21				280	672

	5th Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
No.		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
308	Public Finance					3			40	96
604	Total Quality Management					2			27	64
502	Strategic Management					3			40	96
305	Philosophy of Science					2			27	64
477	Public Policy Analysis					3			40	96
412	Issues and Policy in Regional Autonomy					3			40	96
	ELECTIVE COURSES (choosen 2)									
465	Population Policy					2			27	64
551	Asset Management for Public Sector					2			27	64
552	Policy on Poverty Alleviation					2			27	64
	Total (5th Semester)					20			267	640
	6th Semester									
Course No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
472	Gender Perspective in Development Policy						3		40	96
430	Research Methodology in Public Administration						3		40	96
	Seminar on Public Administration Issues						3		80	56
409	Public Services Management						3		40	96
	Internship						3			136
501	Corporate Management for Public Sector						2		27	64
603	Communication and Policy Advocacy						3		40	96
	ELECTIVE COURSES (choosen 2)									
651	Disaster Management						2		27	64
652	Community Empowerment						2		27	64
653	Rural Development Policy						2		27	64
	Total (6th Semester)						24		320	768
	7th Semester									
Course No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study

Modul No.	Title of Module / Course Unit	Credit Points per Semester							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
110	Entrepreneurship							2	27	64
	Community Service							4		181
	Thesis							6	160	112
	Total (7th Semester)							12	187	357
	Total	24	21	24	21	20	24	12	1960	4613

In semester five and six students take two out of the three elective courses each semester. For every elective course they gain three ECTS credits.

Integration of theory and practice

The integration of theory and practice in the teaching and learning process in BPA is carried out through reflective learning methods (cf. self-evaluation report p. 55). With reflective learning, students are asked to think critically about the learning outcomes, by relating them to real-life situations, and formulate solutions to the problems encountered. This learning is applied through case study assignments and group projects.

The integration of theory and practice is also applied when students do Administrative Work Lectures (internships). Administrative Work Lectures (KKA[10]) provide opportunities for students to gain practical experience, broaden their horizons, and improve competencies by being directly involved in public administration activities at a partner public institution that is in accordance with BPA vision, missions, and educational objectives. KKA is worth three credits and equivalent to 150 hours.

Students are trained to be able to work together in solving problems, finding innovative new ideas, and implementing them in public services. Theoretical and practical knowledge during the learning process is practiced in the world of work when students carry out internships.

Interdisciplinary thinking

Additionally to the Community Service programme (KKN) (see above), BPA curriculum consists of a group of interdisciplinary subjects, combining the fields of Management, Politics, Law, Sociology, and other social sciences that are relevant for the graduates (ILOs) as public administrators, policy analysis, and academics or researchers who master the theoretical concepts of public administration and are able to apply them in formulating procedural problem solving, making the right decisions based on the information and data analysis, as well as managerial skills in achieving work in the field of policy and public management. The curriculum is a cross-cutting theme where Public Administration topics are studied across courses and disciplines such as clean governance, democracy, human rights issues, gender equality and justice issues, development issues, poverty alleviation and others.

Ethical aspects

Ethical aspects and codes of ethics are instilled through the learning process and included in course content (e.g. Public Administration Ethics, Public Administration Science, Public Administration Theory, Public Service Management, and Public Sector Corporate Management).

[10] Kuliah Kerja Administrasi

Methods and scientific practice

Courses that equip students with scientific thinking skills include Philosophy of Science, Basic Logic, Introduction to Statistics, and Research Methods. The foundation of scientific and logical thinking lays the Basic Logic course in Semester one and Philosophy of Science course in Semester five. Mastery of research methods is provided through Introduction to Statistics course in Semester one, Qualitative and Quantitative Research Analysis in Semester four and Administration Research Methods in Semester six.

Bachelor's Degree Programme in Law (BoL)

In addition to the regulations set by the Government, the name of the study programme also depends to the agreement of the Legal Studies Consortium in Indonesia (cf. self-evaluation report p. 54).

Therefore, the curriculum is adjusted to the agreement of the consortium as stated in Decision of Minister of Education and Culture No. 17/D/O/1993 on the Nationally-Applicable Higher Education Curriculum for Bachelor's Degree Programme in Law Science at the Faculty of Law.

In line with the name of the study programme, one of the objectives set by BoL is to produce graduates who master Law Science with capable intellect, both in terms of theory and practice, have noble character, and can compete at national and global levels. Graduates are expected to have not only master legal concepts and theories but also the skills to provide legal arguments logically and systematically in solving legal problems. This can be seen in the coherence between the Vision, Missions, Objectives, graduate profiles, ILOs, bodies of knowledge, course structures, syllabus (RPS) of each course, and evaluation and assessment of lecture implementation.

The study programme provides opportunities for students to do internships for two months. In the internship programme, students have the freedom to choose the field and institution to do their internship. The selection of internship institutions should be based on students' interests and on the ones that the study programme collaborates with. BoL has collaborated with government agencies both at the national and local/regional levels, banks, law firms, and non-governmental organizations. Currently BoL is expanding its network of partnership not only with the above agencies, but also with international entities either international organisations or multinational companies.

Table 7: Curriculum BoL (compulsory courses)

Modul No.	Title of Module / Course Unit + Compulsory <C> or elecitive <E>	Credit Points per Semester (1 sks = 1.5 ECTS credits)								Workload	
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study
M1	**Semester 1**	30									
1H05	Introduction to Jurisprudence <C>	6								53,33	128
1H11	Introduction to Indonesian Law <C>	6								53,33	128
1H12	Theory of State <C>	3								26,67	64
1H01A	Religion education <C>	3								26,67	64
	Pancasila Education <C>	3								26,67	64
	Legal Profesional Ethics <C>	3								26,67	64
	Civic Education <C>	3								26,67	64
	Bahasa Indonesia <C>	3								26,67	64
M2	**Semester 2**		32								
3H11	1. International Law <C>		4,5							40	96
2H11	2. English <C>		3							26,67	64
2H10A	3. Private Law <C>		4,5							40	96
2H11A	4. Criminal Law <C>		4,5							40	96
2H13A	5. Administrative Law <C>		4,5							40	96
2H12A	6. Constitutional Law <C>		4,5							40	96
2HMS03	7. Customary Law <C>		3							26,67	64
2HMS04	8. Islamic Law <C>		3							26,67	64
M3	**Semester 3**			32							
5H18	Criminal Law Codification <C>			3						26,67	64
3PDT02	Trade Law <C>			4,5						40	96
5HI01	International Law of the Treaties <C>			3						26,67	64
3H16	Criminal Procedural Law<C>			4,5						40	96
3PDT02	Contract Law <C>			3						26,67	64
3H15	Civil Procedural Law <C>			4,5						40	96
3H17	Land Law <C>			3						26,67	64
4H10	State Administrative Procedural Law <C>			3						26,67	64
5H13	Customary Law and National Legal System <C>			3						26,67	64
M4	**Semester 4**				32						
6H11ABN	Administrative Court Practice <C>				3					26,67	64
6H14AEN	Contract Drafting <C>				3					26,67	64
6H13ABN	Criminal Court Practice <C>				3					26,67	64
5PDN01	Penitentiary Law <C>				3					26,67	64
5HMS01	Islamic Economic Law <C>				3					26,67	64
4H18	State Institutions Law <C>				3					26,67	64
6H18	Legal Research Methodology <C>				3					26,67	64
5PDT01	Intelectual Property Law <C>				3					26,67	64
4H16	Philosophy of Law <C>				3					26,67	64
5H11	Legislative Study <C>				3					26,67	64

M5	**Semester 5**					**30**					
5H14	International Humanitarian Law <C>					3				26,67	64
6H12ACN	Civil Court Practice <C>					3				26,67	64
5H12	Tax Law <C>					3				26,67	64
4H19	Regional Government Law <C>					3				26,67	64
6H73P	Criminology <C>					3				26,67	64
6H17	Family Law and Islamic Property <C>					3				26,67	64
6H11ACN	Legislative Drafting <C>					3				26,67	64
6H65P	Evidence Law <C>					3				26,67	64
6HM501	Law and Society <C>					3				26,67	64
4PDT01	Banking Law <C>					3				26,67	64
M6	**Semester 6**						**33**				
6H33P	Economic Criminal Law <C>						3			26,67	64
5H06A	Labor Law <C>						3			26,67	64
5H02A	Corporate Law <C>						3			26,67	64
5H101	International Law of The Sea <C>						3			26,67	64
3H10	Environmental Law <C>						3			26,67	64
5H15	Procedural Law of Religious Court <C>						3			26,67	64
2FAK01	Introduction to Economics and Business						3			26,67	64
6H84P	Commercial Court Procedural Law <C>						3			26,67	64
5FAK01	Alternative Dispute Resolution <C>						3			26,67	64
H02/H03	Intenship						3			26,67	64
3H14	Enterpreneurship <C>						3			26,67	64
M7	**Semester 7**							27			
H03	Student Community Service							3		26,67	64
	4 Optional courses for bachelor's thesis							12		106,7	256
	4 Optional courses							12		106,7	256
M8	**Semester 8**								6		
H01	Bachelor's Thesis <C>								6	53,33	128
										1947	**4672**

Table 8: Elective (optional) courses BoL

Modul No	**Title of Module / Course Unit + Compulsory <C> or elecitive <E>**	**Credit Points per Semester (1 sks = 1.5 ECTS credits)**								**Workload**	
		1.	**2.**	**3.**	**4.**	**5.**	**6.**	**7**	**8**	Hours in Class	Hours Self-Study
1.	**Elective Cources in Civil Law Department**										
	1. Warranty Law <E>							3		150	360
6H11P	2. Insurance Law <E>							3		150	360
6H12P	3. Financial Law <E>							3		150	360
6H13P	4. International Private Law <E>							3		150	360
4H12	5. Transport Law <E>							3		150	360
6H14P	6. Investment Law <E>							3		150	360
6H80P	7. Capital Market Law <E>							3		150	360
6H82P	8. Commercial Arbitration Law							3		150	360
6H20P	9. Industrial Law <E>							3		150	360
6H97P	10. Family Law <E>							3		150	360
7PDT01P	11. Western Inheritance Law <E>							3		150	360
7PDT03P	12. Bankruptcy Law <E>							3		150	360
6H21P	13. Maritime Law <E>							3		150	360
6H22P	14. E-Commerce Law <E>							3		150	360
8PDT01P	15. International Trade Law <E>							3		150	360
6H24P	16. Competition Law <E>							3		150	360
6H76P	17. Securities Law <E>							3		150	360
6H79P	18. International Bussiness Contract Law <E>							3		150	360
8PDT02P	19. Mining Law <E>							3		150	360

2	**Elective Cources in Criminal Law Department**										
6H87P	1. Comparative Criminal Law <E>							3		150	360
6H26P	2. Juvenile Justice System <E>							3		150	360
6H32P	3. Banking Crimes <E>							3		150	360
6H96P	4. Technology and Information Crimes <E>							3		150	360
7PDN01P	5. Mining Crimes <E>							3		150	360
7PDN03P	6. Narcotics Crime <E>							3		150	360
7PDN05P	7. Criminal Act of Corruption <E>							3		150	360
6H93P	8. Victimology <E>							3		150	360
6H28P	9. Criminalistic <E>							3		150	360
6H30P	10. Intellectual Property							3		150	360
8PDN08P	11. Transnational Crimes <E>							3		150	360
8PDN02P	12. Environmental and Natural Resources Crimes <E>							3		150	360
8PDN06P	13. Crime in Health Sector <E>							3		150	360
3	**Elective Cources in Constitutional Law Department**										
8PDN04P	1. Citizenship and Immigration Law <E>							3		150	360
6HTN01P	2. Beureucratic and Public Services Law <E>							3		150	360
6HTN03P	3. Constitution and Judicial Power							3		150	360
6HTN05P	4. Law and Fiscal Decentralization							3		150	360
6HTN07P	5. Village Government law<E>							3		150	360
6H43P	6. Law and Human Rights <E>							3		150	360
7HTN01P	7. Comparative Constitutional Law in ASEAN <E>							3		150	360
8HTN02P	8. Political Party Law and Electoral System <E>							3		150	360
6HTN02P	9. Pancasila Economics Law<E>							4,5		225	540
8HTN04P	10.Constitutional Court Law<E>							3		150	360
6H11ACN	11. Mass Media and Public information Law <E>							3		150	360
4	**Elective Cources in State Administrative Law Department**										
6HTN04P	1. Employment Law <E>							3		150	360
6H44P	2. Law and State Finance Management <E>							3		150	360
HL210KP	3. Housing and Property Law <E>							3		150	360
7HAN03P	4. Water Resources Law <E>							3		150	360
6HAN1P	5. Forest Law <E>							3		150	360
7HAN01P	6. Consumer Protection Law <E>							3		150	360
7HAN03P	7. Law Management and Registration Law<E>							3		150	360
6H15	8. Law on Pancasila Industrial Relation Dispute Settlement <E>							3		150	360
8HAN02P	9. Health Law <E>							3		150	360
6HAN04P	10. Marine and Fishery Resources Law <E>							3		150	360

5	**Elective Cources in Law and Society Department**										
6HAN06P	1. Law, Moral and Religion <E>							3		150	360
6H54P	2. Dispute Resolution and Local Wisdom <E>							3		150	360
7HMS01P	3. Syaria Insurance Law <E>							3		150	360
7HMSO3P	4. Customary Law Capita Selecta							3		150	360
6H50P	5. Law and Social System <E>							3		150	360
6H53P	6. Islamic Law Capita Selecta							3		150	360
2HMS04	7. Syaria Banking Law <E>							3		150	360
8HMSO4P	8. Legal Anthropology <E>							3		150	360
1H03A	9. Comparison of Law and Culture							3		150	360
6	**Elective Cources in International Law Department**										
8HMSO2P	1. International Crimes <E>							3		150	360
6H58P	2. Refugee Law <E>							3		150	360
6H59P	3. Air and Space Law <E>							3		150	360
6H60P	4. International Organization Trade Law<E>							3		150	360
7HI01P	5. International Dispute							3		150	360
6H61P	6. Diplomatic Law <E>							3		150	360
6H62P	7. International Organization Law							3		150	360
6H63P	8. International Economics aw							3		150	360
8HI02P	9. International Environmental Law <E>							3		150	360
8HI03P	10. ASEAN Law <E>							3		150	360
7	**Elective Cources in Procedural Law Department**										
8HI01P	1. Criminal Law and Military Judicial Procedure <E>							3		150	360
6H16	2. Civil Sentences Enforcement							3		150	360
6H66P	3. Criminal Sentences Enforcement <E>							3		150	360
7ACR01P	4. Judiciary of Medical Science							3		150	360
6H67P	5. Class Action Lawsuit <E>							3			
6H70P	6. Particular Criminal Procedure Law <E>							3		150	360

Students take minimum eight and maximum 16 out of the offered 78 elective courses in their seventh semester:

1. Four elective courses relevant to legal writing/thesis (twelve ECTS credits).
2. Four free elective courses of their choice (twelve ECTS credits).

Students who achieve a GPA grade better than 3.00 every semester are allowed to take more courses and may therefore start the electives already in semester six.

Integration of theory and practice

BoL has theoretical and practical courses, which are interrelated. Each course has been designed by integrating theory and practice which emphasizes the mastery of knowledge, skills and attitudes. Theory is needed as the basis for the practical and conditional courses (semester 4-7). For example, the Introduction to Law Science and Indonesian Law Introduction courses – legal concepts and theories – are the basis for the courses of International Law, Constitutional Law, and Criminal Law which is set in semester two.

Interdisciplinary thinking

Additionally to the Community Service programme (KKN) (see above), the curriculum includes courses to emphasise on interdisciplinary thinking, such as Commercial Law, Insurance Law, Company Law, Capital Market Law, Economic Criminal Law, Banking Crimes, Political Party Law and Election System, Local Government Law, Tax Law, Forestry Law, International Law, Law of the Sea, Islamic Law, and other courses. In a two month internship[11] students apply legal knowledge at legal institutions or agencies. Therefore, students will also be invited to think in an interdisciplinary manner together with internship partners at the internship location to solve legal problems.

Ethical aspects

In BoL, ethics is included in the formulation of the vision, missions, objectives, ILOs, the course formation, and the implementation of the curriculum in learning activities. Ethics is incorporated into several courses, including Professional Ethics, Religious Education, Customary Law, Moral and Religious Law, Customary Law and the National Legal System, and Islamic Law.

Methods and scientific practice

Courses equip students with systematic and logical thinking. These include Philosophy of Law, Legal Research Methodology, and the thesis. For their thesis students are trained to write research activity reports to solve legal problems that arise through scientific methods. By conducting research activities, students collect data and search for legal materials, make legal arguments through legal reasoning using either deductive or inductive logic based on the data/research materials collected, and give a prescription for the research problem.

Appraisal:

The panel welcomes that the curricula adequately reflect the programmes' qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation with optional electives enable students to acquire additional competences and skills.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives. The names of the study programmes are given by the Government of Republic Indonesia and are therefore highly regulated.

Through internships and practical exercises theory and practice are combined in the study programmes. Theoretical questions are, where possible, explained with practical examples. For example, in BEE students carry out interviews and video-making; BoL implemented moot courts and contract drafting in their courses; BPA offers case studies and the panel rates BPA overall as a programme with strong practice orientation.

There is evidence that the programmes qualify students for interdisciplinary thinking. Students take courses from other faculties, do community service and internships.

Furthermore, BPA puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge. The curriculum is a cross-cutting theme where Public Administration topics are studied across courses and disciplines.

[11] Kuliah Magang Mahasiswa

Students acquire methodological competences and are enabled to do scientific work on the required level. BoL offers courses on legal research and lecturers work with case studies and teach methods how to interpret legal terms. For BEE and BPA the panel **recommends** including additional courses on academic writing and quantitative and qualitative research to prepare students even better for the final thesis.

All exams, as they are defined for the courses, are mostly suited in format and content to ascertain the intended learning outcomes. However, the panel **recommends** a stronger promotion of analytical competences and skills rather than testing knowledge. The examination system should integrate more analytical aspects and assignments following the competence-approach. It is also interrelated with the recommendation in chapter 3.2 regarding the structure and quantity of the courses.

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

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

3.2 Structure

All study programmes

	BEE	BPA	BoL
Projected study time	4 years, 8 Semester	4 years, 8 Semester	4 years, 8 Semester
Number of Credit Points (CP)	147 sks credits (220.5 ECTS credits)	146 sks credits (219 ECTS credits)	146 sks credits (219 ECTS credits)
Workload per CP	1 ECTS credit = 30 hours of workload 1 sks = 1.5 ECTS credits	1 ECTS credit = 30 hours of workload 1 sks = 1.5 ECTS credits	1 ECTS credit = 30 hours of workload 1 sks = 1.5 ECTS credits
Number of modules	49 courses (43 compulsory, six elective)	63 courses (56 compulsory, seven elective)	66 courses (58 compulsory, eight elective)
Time required for processing the final thesis and awarded CP	Two semesters (12 months)	Two semesters (12 months)	Two semesters (12 months)

Sks is an Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). 1 sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (1 semester has 14 weeks). Whereas ETCS credits refer to the whole semester, sks are counted per week.

One sks credit in the form of seminar learning or other similar forms of learning includes: (1) 100 minutes of face-to-face learning activities per week per semester and (2) 70 minutes of independent study activities per week per semester.

One sks credit in the form of internship learning, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning is 170 minutes per week per semester.

The implementation of learning activities[12] and its regulation can be found in the faculties' Academic Handbook. Furthermore, in the beginning of each course, lecturers are required to communicate agreements with the students related to the learning process (considering for e.g. exam, load of assessments, materials).

The final course score is a combination of test scores, assignments, and participation scores. Course learning outcomes (CLO) assessment reports are carried out at least twice in one semester, namely mid-term and final tests. The tests' scores are inputted by the lecturer in university's digital information system (SIAKAD) so that students can access them online. The Learning assessment uses a scale of 5 with a range of 0 – 4. Students are declared passed the assessment of a course if the final score in the course is at least 2.00 or C. Students who have not achieved this score can take remedial test.

[12] The implementation of learning and assessment for all courses refers to the Regulation of Minister of Education and Culture No. 3 of 2020 on SN-DIKTI and Rector's Regulation No. 31 of 2020 on the Administration and Management of Bachelor's Degree Programmes as well as curriculum development guidelines designed by Dikti in general and published by the UNS Institute for Development and Quality Assurance of Education.

The scoring range is presented in the following table:

Table 9: Score Range for final Assessment

No.	Score range (Scale 100)	Value Range	
		Number	Grade
1	S ≥ 85	4.00	**A**
2	80 ≤S< 85	3.70	**A -**
3	75 ≤S<80	3.30	**B+**
4	70 ≤S< 75	3.00	**B**
5	65 ≤S< 70	2.70	**C+**
6	60 ≤S< 65	2.00	**C**
7	55 ≤S< 60	1.00	**D**
8	< 55	0.00	**E**

The study load is regulated in accordance with Rector's Regulation No. 31 of 2020 on the Administration and Management of the Bachelor's Degree Programme as follows:
Student study load in semester one and two is provided in the form of packages, the number of which is adjusted to the applicable curriculum in the study programme. After two semesters of the first year, students can take a study load based on the Semester GPA (IPS) achieved with the following conditions:

a. IPS < 1.50: maximum 12 credits

b. IPS 1.50 – 1.99: maximum 16 credits

c. IPS 2.00 – 2.49: maximum 18 credits

d. IPS 2.50 – 2.75: maximum 20 credits

e. IPS 2.76 – 3.00: maximum 22 credits

f. IPS > 3.00: maximum 24 credits

According to UNS the determination of the students' study workload is based on evaluation findings, including student feedbacks and programme success rates. The curriculum is regularly updated to suit the needs of the community and the job market, such as arranging and streamlining the number of courses and bringing up courses according to the needs of the job market with the hope that students graduate quickly, ready to work, with short waiting time.

The process of learning evaluation in BEE, BPA, and BoL refers to the established ILOs, learning materials, learning methods, learning media, and assessment forms. The evaluations are carried out by the study programs at least twice, in the middle and at the end of the semester (cf. self-evaluation report p. 67).

The realisation of UNS' commitment towards a non-discriminatory education and upheld gender equality is shown in Articles 4, 13, and 28 of Rector's Regulation No. 31 of 2020 on the Administration and Management of the Bachelor's Degree Programmes as well as on the availability of infrastructures. There are facilities that accommodate the needs of students with special needs, such as special stairs (ramp), special toilets, and special classrooms downstairs which are specially provided for classes where students with disabilities attend.

All students, both male and female, with high and low socio-economic backgrounds and diverse areas of origin or ethnic groups have the same rights in terms of obtaining guidance when carrying out activities related to lectures or participating in competitions such as obtaining funds to participate in PKM , National Student Science Week (PIMNAS), or other competitions.

All students also get the same opportunity to obtain scholarships which are usually awarded based on submissions and student achievements or cumulative GPA. The three study programmes also provide special scholarships or tuition fee reduction programme for economically disadvantaged students and scholarships for foreign students (cf. self-evaluation report p. 69).

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. The course descriptions provide information on intended learning outcomes and other information. In addition, Rector's and Faculty regulations give descriptions on programme elements. However, the panel **recommends** describing the ILOs of all study programmes in even greater detail in the course descriptions to ensure higher transparency.
It furthermore **recommends** reviewing the course structure of BEE and BPA to examine if content-related courses could be combined to reduce the overall number of courses. This would also avoid such a small-scale examination structure and enable examinations that test a broader range of competences.
Furthermore, the internships of BEE are not integrated in the curriculum and it is not transparent whether students acquire credits. Therefore, the panel recommends the following **condition**:

The university

- defines and calculates the internships (Magang industry (industrial internship), PLP (teaching assistance) and KKN (community service) with the given workload and corresponding credits, embedding it into the curriculum;
- lays down an internship description with content, intended learning outcomes and assessment in conjunction with the given internship regulations for Magang industry (industrial internship), PLP (teaching assistance) and KKN (community service).

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. Students are also informed about the regulations and content expectations at the beginning of the respective semester through class agreements.

In terms of the feasibility of the study programme's workload, the real workload was considered appropriate in the discussions with students and alumni. However, the panel came to know that the overall workload is higher in the earlier semesters. Therefore it **recommends** adjusting the workload between the semesters. Furthermore, the panel **recommends** for BoL restructuring the curriculum to have only one moot court per semester to further balance the workload. During the digital assessment, the panel received the information that the range for the number of credits for the thesis is predefined by

government guidelines (between six and nine sks credits). Therefore, the panel **recommends** awarding a higher number of credits to the thesis of all three study programmes as the workload is not reflected in the given credits so far.

The student course evaluation forms do not include assessment of students' actual workload (see condition in chapter 5).

A clearly defined examination structure of mid-term and final examinations ensures an adequate number and frequency of examinations and there are appropriate support services as well as a very good student support structure by the faculty (see chapter 4).

UNS ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions throughout the programmes and examinations. Especially the fact that students from underprivileged families are supported with various scholarships stood out positively to the panel.

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

3.3 Didactical concept

<u>All study programmes</u>

In order to achieve the ILOs, the study programmes use various learning methods in each course. The selected learning method is the student-centred approach, which requires students to be more proactive in learning while the lecturers play the role as facilitators who lead the discussion.

Variations of learning methods include learning through case studies (case study methods), project-based group learning (team-based projects), group discussions, simulations (role play), collaborative learning, cooperative learning, problem-based learning, simulation (role play), mooting, research, and presentations in seminars or conferences. To practice gained knowledge, students conduct up to 20 sks in the Emancipated Learning Programme

(MBKM)[13] in the form of internships or lectures taken in other study programmes within UNS or at other universities.[14]
The learning model is adjusted to the characteristics of the respective course and is designed to also support collaboration, communication, critical thinking, and computer mastery.

Course materials are digitally accessible by students at Open Courseware (OCW). For mixed learning (online-offline), the three study programmes use the UNS Online Learning System platform (SPADA) as an online learning medium. The study programmes provide Zoom, Google Meet and other media. SPADA is accessible at https://spada.uns.ac.id/, which can be used by lecturers and students for the teaching and learning process, as well as for communication.

Each study programme invites domestic and overseas experts and academics from government and private organisations.

Bachelor's Degree Programme in Economics Education (BEE)

The teaching materials are prepared by a group of lecturers in the same expertise by considering inputs from other lecturers or graduate users. The materials are arranged with the following mechanism: (1) Group discussions among lecturers (Economics, Business, Education and Teaching, and Research); (2) the lecturers prepare the materials based on the vision and missions, the development of science and technology, research findings, and discussion results to reach the intended learning outcomes; (3) they present the prepared teaching materials to get inputs from the cognate lecturers; (4) revision of the materials based on the input. To improve the lecturers' competences in writing the teaching materials, some workshops on the topic are conducted. The teaching materials are not only obtained from textbooks, but also from the latest national and international journals, and the results of research and community services (R&CS) conducted by the study programme lecturers.

BEE invites national and international guest lecturers/experts for inaugural lectures and seminars. For example, an international seminar was conducted in 2020 by inviting speakers from Japan, the US, and the Philippines.

Teaching assistants[15] support students in the learning process and help them develop competencies and skills. In certain courses, the lecturers are assisted by teaching assistants, e.g. in Data Analysis Techniques and Business Management courses.
Furthermore, teaching assistants help the lecturers with observing data process practices in class and act as intermediaries between course lecturers and students.

[13] Based on the Ministry of Education and Culture No. 3/2020, bachelor students may fulfil their study time by undertaking programmes outside their study programme. All universities in Indonesia have to implement this programme accordingly. At the university level, UNS provides a guideline for implementing the MBKM.
[14] Based on the guideline, the MBKM consists of nine activities: (a) Exchange Students; (b) Professional Work Internship; (c) Teaching Assistancy in Educational units; (d) Village Development Projects; (e) Humanitarian projects; (f) Entrepreneurship Projects; (g) Independent Projects; (h) Research Projects and (i) National defense training. The study programmes may choose activities within those nine activities. Therefore, the implementation of the MBKM programme might slightly differ from one study programme to another.
[15] Students who already passed the respective courses.

Bachelor's Degree Programme in Public Administration (BPA)

BPA uses, for example, in-class presentations and in-class discussions which are applied to all courses. The Seminar on Public Administration Issues course uses project-based learning to map public issues with the output of public policy designs.

Lecturers include their research findings in learning materials in order to increase the students' understanding of the dynamics of the practice from the studied theory. Research findings are integrated into courses (data presentations, study cases, relevant policy updates, and public policy best practice). For example, the Poverty Alleviation Policy course uses data of the Regional Poverty Reduction Strategy study as an example of policies to cope with poverty.
Reading materials are derived from influential textbooks in Indonesia and translated books from overseas. Some courses use English textbooks as learning references. The students access literature from the UNS Library. Research journals can be accessed by databases, such as ScienceDirect, Emerald, and Proquest.

BPA invites guest lecturers and alumni from the Public Administration discipline, e.g. local and national policymakers (Secretary-General of the Supreme Court, Deputy for Personnel Management Development from the National Civil Service Agency, Secretary of City Government of Surakarta, and Secretary of Regency Government of Karanganyar).
Furthermore, guest lecturers from other universities (national and international) with Public Administration expertise share their knowledge and experiences.

Bachelor's Degree Programme in Law (BoL)

BoL uses learning through case studies, project-based group learning, group discussions, simulation (role play), collaborative and cooperative learning, problem-based learning, moot courts in both (national and international courts), research and presentations in seminars or conferences. Courses with case studies include Criminal Law, Constitutional Law, International Law, Civil Law, and others. Role play such as moot court is used for courses such as Civil Procedure Code, Criminal Procedure Code, and State Administration Code.

The learning materials are developed by the lecturer team in each department by considering the current developments and professional requirements. To keep the materials updated, the team conducts a routine discussion twice a year.[16]
The materials are derived from textbooks and scientific journals, including state-of-the-art national and international journals and through integrating the lecturers' research findings. Particularly for case study-based learning, courses use cases related to current legal disputes from international organisations or institutions.
The materials are accessible electronically through SPADA, can be given by email or directly in class.

BoL periodically invites guest lecturers from external institutions to provide and allow the students to learn from different perspectives. Most of them are practitioners related to the offered courses in certain semesters. For example, the International Law Department invites

[16] Urgent developments lead to additional meetings and possible modification of the learning materials.

guest lecturers for International Refugee Law, International Humanitarian Law, and International Treaty Law courses. For these courses the guest lecturers come from the United Nations High Commissioner for Refugees Regional Office (UNHCR) of Jakarta, the International Committee of the Red Cross (ICRC), and the Ministry of Foreign Affairs (particularly from the Department of International Law and Treaties).
Guest lecturers from international universities came from Murdoch University (Australia), the University of Groningen and Maastricht University (the Netherlands).
BoL also invites guest lecturers from their alumni network (the Faculty of Law alumni association – IKA FH UNS), who are working in other fields, such as politics, communication, and in multinational companies. They give presentations to the students in order to provide an insight to work in other fields while still applying their knowledge of Law Science.
Some guest lectures are documented through the FL YouTube channel.

Teaching assistants[17] support the teaching and learning process. They are an integral part of teaching and learning activities as they support their peers.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, case studies or project-based group learning. Students are encouraged to take an active role in creating the learning process. However, to even further enhance the different teaching and learning methods, the panel **suggests** including an even broader variety of forms of learning, like business simulations, different forms of collaborative learning, case-based learning, action learning and role playing, in the courses.

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.

In all study programmes, guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work.

Where appropriate, lecturing tutors (as teaching assistants) support the students in the learning process and help them develop competences and skills.

[17] Students, who already passed the respective courses. They are selected based on their course scores and interviews.

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

3.4 Internationality

All study programmes

International contents and intercultural aspects

The three study programmes include international content to their curriculum and integrate intercultural aspects in their learning. The aspects suggest that the students are prepared to work in an international environment and able to interact in a multi-cultural (intercultural) atmosphere or environment. Some of the aspects' points apply universally within the UNS scope so that some points are overlapping (cf. self-evaluation report p. 75).

Bachelor's Degree Programme in Economics Education (BEE)

Several courses were developed with international outlooks to match to the market needs, such as: Microeconomics, Macroeconomics, Advanced Microeconomics, Advanced Macroeconomics, Economic Development, Taxation, Statistics, Economic Learning Planning, Monetary Economics and Digital Finance, International Economics and Finance, Banks and Non-Bank Financial Institutions, Sharia Economics, Research Methodology, Business Economics, Industrial Economy and Business Management.

The Digital Economy course is taught bilingual, both for lecture delivery by lecturers as well as class discussions and assignments. The goal is that students are skilled in using English as a medium of communication and self-development.

Bachelor's Degree Programme in Public Administration (BPA)

Students are offered the course English for Social Science to improve their expertise in their field in a foreign language. The courses on the development policy in gender perspective, the policy of poverty alleviation, digital governance, and bureaucracy and governance are among the courses supporting an international perspective.

Bachelor's Degree Programme in Law (BoL)

Students study law from local, national and international perspectives.
Several courses show an international outlook, especially in the International Law Department with the following courses**:** International Law, International Humanitarian Law, International Organizations Law, International Law of the Sea, International Trade

Organization Law, International Economic Law, International Environmental Law, ASEAN Law.
Pilot international classes are designed to be conducted in full English class or bilingual.

Foreign language contents

The three study programmes require English language skills for students to achieve a minimum TOEFL ITP score of 450 by the end of their study programme. Therefore, the students take English for Academic Purposes (EAP) course at the UNS Language Centre. In addition, the three study programmes use English in their lecture activities, including activities that are embedded with teaching and learning activities that use English teaching materials as well as several classes that are prepared for bilingual instruction.

Internationality of the student body

UNS encourages increasing the number of foreign students. To facilitate this, the university provides international students with UNS Scholarships. It is recorded that there are at least 81 countries whose citizens study at the university. In 2021, there are a total of 144 active foreign students studying at UNS at various levels of Bachelor's, Master's, and Doctorate degree programmes. The Covid-19 pandemic situation makes some of them stay in their country. To increase the number of foreign students, UNS also manages to organise several online short courses. The study programmes in this cluster have different experiences for foreign students as described in the following.

Bachelor's Degree Programme in Economics Education (BEE)

BEE currently does not have any foreign students. However, in 2017-2019 there were students from Taiwan, Thailand, and the Philippines taking industrial internships through student exchange programmes. Similarly, the BEE also sent their students to join this programme. This programme is an initiative of the Faculty of Teacher Training and Education (FTTE) of UNS with the South East Asian Minister of Education Organization (SEAMEO).

Bachelor's Degree Programme in Public Administration (BPA)

Of the 144 international students at the university, two of 21 foreign students at the Faculty of Social and Political Science are students of BPA. In 2017 and 2018, BPA also received a foreign student from France, and the other one from the United States who conducted research with the study programme lecturers.

Bachelor's Degree Programme in Law (BoL)

BoL started to receive international students. In 2020/2021, there was one student from Timor Leste taking classes in the regular programme. Foreign students have to be proficient in Indonesian to study in the programme.
In attracting potential foreign students, the study programme plans to organise a summer course in environmental law. The study programme is also planning to open international classes with domestic and overseas students to study in classes instructed in English.

Internationality of faculty

The university has the Staff Inbound programme, which allows the study programmes at UNS to invite experts from abroad to become lecturers in the study programmes for a certain period of time (one semester or one year). However, it is possible for each faculty to initiate its own international cooperation with faculties abroad in the same field. Each initiation of cooperation after an agreement is drawn in a Memorandum of Understanding and Memorandum of Agreement under the coordination of the International Office.

Bachelor's Degree Programme in Economics Education (BEE)

The Faculty of Teacher Training and Education (FTTE) organises international-scale activity programmes, including:

- Inbound visiting professor to fill public and regular lectures as well as outbound activities of UNS Bachelor's degree lecturers to Thailand, Malaysia, and Japan.
- Lecturers who serve as the committee members to examine the Thesis and Dissertation at the Universiti Utara Malaysia and Universiti Pendidikan Sultan Idris, Malaysia.
- Lecturers who had collaborative research with foreign universities, e.g. the University of New South Wales, Australia and Turku University of Applied Sciences, Finland, Tarlac University, the Philippines and Mizuno University, Japan.

Bachelor's Degree Programme in Public Administration (BPA)

The faculty has a special unit to deal with internationalisation. In the hands of this team, several international collaborations have been initiated, such as collaborations with Warren Wilson College, US, Burapha University, Thailand, Universiti Utara Malaysia, Universiti Kebangsaan Malaysia, and National Sun Yat Sen University, Taiwan.
Lecturers have international experiences through studying abroad, being guest lecturers and lecturers at universities abroad as well as being presenters and participants in international conferences.
In FSPS UNS one foreign lecturer teaches English and International Economics courses.

Bachelor's Degree Programme in Law (BoL)

BoL seeks to send its staff to study abroad, either for further studies or for short courses. Until now, there have been three lecturers who obtained their Doctorate degrees from universities abroad (the Netherlands and Malaysia), and one person is in the final stage at Universiti Utara Malaysia. Several others are in the preparation stage to study abroad.

Likewise, several lecturers have short-course experience, become guest lecturers or examiners of dissertations, and conduct collaborative research with researchers abroad, both researchers from universities and from leading research institutions (e.g. with the Research Institute of Organic Agriculture (FiBL), the University of Groningen and the Radboud University Nijmegen, the Netherlands).

BoL lecturers have also had experiences as visiting scholars at universities abroad. For example, at Curtin University and Murdoch University in Australia, Maastricht University and University of Groningen in the Netherlands.

Appraisal:

International contents are part of the curricula. Through intercultural content, integrated English courses as well as student and teaching exchange, students are prepared for the challenges in an international working environment.

Although the study programmes have exchange students who will visit some of the study programme's courses there are no international student enrolled in the programmes. The panel appreciates the efforts that are already taken but encourages UNS to further strive to become more internationally oriented. In the panels' point of view the presence of students from farther away would add an interesting and external perspective that would be beneficial to the study programme. Therefore, the panel **recommends** entering into more cooperation with various international HEIs to enable student exchanges and to promote enrolment of full-time international students to UNS. Furthermore, the panel **recommends** enhancing the number of classes taught in English, as this would also attract more foreign students.

The composition of faculty is partly international in so far as guest lecturers are involved as well as lecturers' exchange possibilities, joint publications, and joint research is possible. This promotes the students' acquisition of international competences and skills up to a certain extent.

The proportion of foreign language courses and required foreign language materials in general correspond with the qualification objectives of the study programmes.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

<u>All study programmes</u>

Students may choose various abilities beyond the basic abilities taught in their respective study programmes[18] (cf. self-evaluation report p. 80). This policy to encourage multi-

[18] Minister of Education and Culture's Regulation No. 3 of 2020

disciplinary abilities and competencies is called MBKM. Through this policy, students can take courses from different study programmes both domestic and abroad. In 2021, the Ministry of Education and Culture will also issue a programme to facilitate the exchange of domestic students with the Permata Merdeka programme. By implementing this programme, some UNS students study at other campuses to enrich their multidisciplinary competencies and abilities. In addition, MBKM programme facilities are also utilized for international exchanges. The Indonesian International Mobility Awards (IISMA) and International Credit Transfer (ICT) programmes are also given to students in Indonesia, including UNS, to enrich their multidisciplinary abilities and competencies.

Bachelor's Degree Programme in Economics Education (BEE)

Students are supposed to be "able to plan and to conduct the innovative Economics learning by combining knowledge in learning material, pedagogy, and communication and information-based learning media, technology and other relevant approaches" which are manifested in courses, assignments, and practices (cf. self-evaluation report p. 80).

The assessments carried out in these courses are not only in the form of written tests but also presentation tests and interviews to train students' communication skills. Scores are obtained from the results of the assessments from lecturers and institutions where students do the internship programme. In addition, assisted students conduct the Community Service programme (KKN) with partners that have a cooperation agreement with UNS.

Bachelor's Degree Programme in Public Administration (BPA)

BPA mediates students' skills in communication, teamwork, public speaking, and problem-solving, both formal and informal.

Formally, they are included in the curriculum and teaching models. For example, the Leadership course aims at training students to have leadership and communication skills. In the Public Policy course, students are trained to improve their ability and competence in critical thinking and problem solving using a case-based method followed by in-class discussion to measure students' level of understanding. Meanwhile, using a teaching model through a project-based method will help students to acquire good teamwork skills. To train communication and public speaking skills, an in-class presentation method is used.

Outside of lectures, students are also encouraged to be active in student organisation activities. Their activeness in this student organisation will improve their skills and competencies in working in teams, communication between team members, ability to manage activities/programs, and leadership.

Bachelor's Degree Programme in Law (BoL)

In the BoL curriculum it is determined that each graduate is able to lead a work group task with solving specific legal problems. Two competencies have been stated in the ILOs: (1) Applying the law and using legal knowledge in solving legal problems and adapting to situations faced individually or in groups, and (2) communicating knowledge and legal products both in writing and orally.

The first ILO is supported by courses such as Civil Law, Criminal Law, State Administration Law, Constitutional Law, Customary Law, Islamic law, Business Law, International Law, and Environmental Law courses. The second ILO is supported by courses of Indonesian Language, English Language, Internship, and Thesis Writing. All of the above courses use the method of cooperation and conflict handling skills. Lecturers use the presentation method to train students' skills in communicating legal documents that have been made in a written form.

To support the achievement of the competencies above, students are also facilitated to participate in various student clubs, such as global student exchanges and Youth Red Cross activities at the university level and Principium Study and Research Group, Novum Student Newspaper, debate competition, international moot court competitions, PKM, and others at the Faculty level.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. Overall, the programme's didactical concept (see also chapter 3.3) fosters the students' acquisition of further multidisciplinary competencies.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

All study programmes

During their studies in their respective programmes, students are given learning experiences to improve their hard skills, soft skills, and employability skills. In addition, all learning models and media provided prioritize skills including communication, collaboration, critical and creative thinking, and computer skills.

Bachelor's Degree Programme in Economics Education (BEE)

BEE students are equipped with the attitudes, knowledge and skills to be ready to compete in the working world. Based on the ILOs, students acquire different knowledge, not only in the field of teaching Economics, but also knowledge for working in non-educational fields or for entrepreneurship (cf. self-evaluation report p. 81).

In the learning process, BEE students are not only provided with theories but also practical experiences, e.g. during internships. Assessments with various techniques such as tests, performance, products, portfolios, and projects are used to prepare students to be able to

understand, analyse, evaluate, and create materials related to ILOs so they can compete in the job market.

The use of renewable materials in the form of references and research results provides students with provisions in accordance with the demands of society. BEE graduates are also supported by alumni and practitioners on information on business opportunities.

Bachelor's Degree Programme in Public Administration (BPA)

Graduates are equipped with three abilities consisting of technical, human, and conceptual skills (cf. self-evaluation report p. 82).

- **Technical skills** are obtained from the courses Public Policy, Public Policy Analysis, Strategic Planning of Public Organizations, and Digital Governance.
- **Human skills** are mediated in courses related to interactions between humans such as Gender-Based Development Policies, Leadership, Organizational Behaviour, Service Management.
- **Conceptual skills** are taught in courses such as Philosophy of Science, Basics of Logic, and Social Research Methods.

Students encounter teamwork and the leadership skills through project-based learning. The presentation didactic system in the class encourages students to communicate well in front of audience. BPA provides an Internship course to integrate academic theories and practices, as well as to build relationships with relevant stakeholders.

Bachelor's Degree Programme in Law (BoL)

BoL offers practical courses and internships to provide students with learning experiences. The practicum courses offered include Legal Proficiency Practice (moot court), Legal Drafting, Private Agreement Drafting, Alternative Dispute Resolution Negotiation, and several other courses. Through practical courses, students reach the skills set out in the ILOs (cf. self-evaluation report pp. 82).

In addition to the official programme, there are several extracurricular activities, e.g. the Introduction to the Types of Work: A forum for students to explore types of work related to law. This activity aims to introduce students to any vacancies available in the market that can be applied after they graduate. Occasionally, the event committee also invites law graduates who are entrepreneurs in the field of law.

All these courses and activities aim to familiarize students with the job market. In addition, to deal with the rapidly changing job market and the development of new branches in law, the Curriculum Committee reviews the curriculum every two years. Along with the lecturers, the Curriculum Committee develops new courses to adapt to any changes. Several new courses are offered to students for this purpose. One of these new courses is ASEAN Comparative Law (two ECTS credits). This course is designed to follow and update the need for understanding legal systems of ASEAN member countries in anticipating the ASEAN free labour market.

Appraisal:

Through the integration of theory and practice (see chapter 3.1) and through the promotion of multidisciplinary competences and skills (see chapter 3.5) the employability of the programmes' graduates is promoted. In particular, the possibilities to absolve internships and the integration of guest lecturers from the practical field promote the employability of the students.

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

4 Academic environment and framework conditions

4.1 Faculty

All study programmes

According to UNS the hiring process for lecturers follows both national and university regulations[19]. Based on these regulations, the minimum requirements for prospective lecturers (in terms of education) are: A master degree in the relevant fields and a GPA at a minimum of 3.00 (at a scale of 4.00). It is seen as advantage if the prospective lecturers have a PhD degree.

Pedagogical/ didactical qualification of faculty

In order to improve the didactical skills, the lecturers have to take part in the Instructional Technical Training: Applied Approach (*Pekerti-AA*). The programme aims to improve the lecturers' competencies and professionalism, especially improving their pedagogical skills[20] (cf. self-evaluation report p. 86).

The pedagogic competence improvement of each lecturer is also supported by the Lecturer Professional Development System (SPPD) (cf. self-evaluation report p. 87).[21] The system aims to: (1) help lecturers carry out learning activities in order to improve pedagogic, professionalism, personality, and social competencies needed in teaching, research, and community services, as well as in applying them in professional activities; (2) encourage lecturers to fulfil the workload each semester that must be reported as part of the lecturer's performance evaluation.

Internal cooperation

The internal cooperation within the faculty is shown in the following (cf. self-evaluation report p. 88):

- **Team teaching:** Lecturers collaborate to prepare and update teaching materials, review evaluation materials by the team teaching coordinator, and updating of the syllabi.
- **Comparative studies** to develop curriculum according to national and international needs. This activity is carried out periodically by involving all stakeholders of the study programme.
- **Research activities** with lecturers from one or different research groups. In this research activity, the lecturers collaborate with each other according to their respective roles.
- **Community service activities:** Similar to research activities, lecturers cooperate with each other in carrying out community service activities, either within the scope of a single research group or with members from other research groups.

[19] Article 46 Act No. 15/2015 on Teachers and Lecturers, Article 29 (8) Regulation of Ministry of Education and Higher Education No 3/2020 on the National Standards of Higher Education and Rector Regulation No.1/2018 on Lecturers of Universitas Sebelas Maret.

[20] For example it aims to improve the lecturers' abilities to understand the curriculum, learning models and methods, RPS, learning media and ICT, assessment of learning outcomes and assessments alternatives, motivation theory, study contracts, competency analysis, basic teaching skills, teaching material preparation, learning programme evaluation, researches for learning improvement, course reconstruction, teaching material development, RPS preparation, and performance assessment.

[21] Rector's Regulation No. 86/H27/PP/2010.

- **Scientific activities** in the forms of national or international seminars, focus group discussions (FGD), book reviews, and workshops.
- **Study programme meetings** are held in the beginning, in the middle, and at the end of each semester. If necessary there are additional meetings outside the routine schedule in accordance with learning developments, preparation for the implementation of exams, and preparation for field studies or internships.

Student support by the faculty

Academic advisors[22] provide regularly counselling for each student (cf. self evaluation report p. 89). This happens in the beginning of each semester through direct face-to-face consultations or online media. Students can make use of the counselling up to four times each semester. Academic advisors guide and provide their students with advice both during lectures and outside class hours.

Academic advisors help students to develop their potential, conduct periodic and continuous monitoring and evaluation, and take the necessary steps to help students to complete their studies within the specified time and obtain optimal academic performance. At the university level, LPPMP[23] provides a Centre for Guidance & Counselling and Career Development for students who require special treatment.

Bachelor's Degree Programme in Economics Education (BEE)

Currently, the number of permanent lecturers at BEE is 18 lecturers (three Professors, eleven Doctorates and four Masters – two of whom are pursuing the Doctorate degree). All permanent lecturers hold either a Master or a Doctorate degree in Education and Economics. Courses such as Religious Education and Indonesian Language are taught by permanent lecturers from outside the study programme.

The working hours of permanent lecturers of BEE in the latest academic year are on average twelve ECTS credits (equal to 36 working hours per week)[24].

The lecturers are actively involved in scientific activities such as research, community service, seminars, workshops, and scientific paper writing (books and articles).

Table 10: Structure and quality of faculty (BEE)

No.	Academic Ranks	Number of Lecturers	Percentage
	Asisten Ahli Assistant Professors	3	16.6
	Lektor Assistant Professors	7	38.8
	Associate Professors	5	27.7
	Professors	3	16.6
	TOTAL	**18**	**100**

[22] Regulations on academic advisors are specified in Article 35, Chapter XVII of Rector's Regulation No. 3 of 2020.
[23] The UNS Institute for Development and Quality Assurance of Education
[24] Decision of Director-General of Higher Education No. 48 of 1983

Practical business experience of faculty

Five lecturers are business or educational consultants who are tied to various institutions such as educational institutions, ministries, local/regional governments, government commissions, or the private sector. The experience of working in industries contributes to the development of learning materials and case studies. To ensure that the programme's objectives are related to the public, all lecturers need to improve their ability to collaborate with professional organisations, communities, and government agencies. Therefore, all lecturers contribute to the Scientific Association (HISPISI, ASPROPENDO, ISPI, etc.). In this contribution, the study programme collaborates with several agencies such as the Ministry of Education and Culture which oversees universities in Indonesia, and with schools from the elementary, junior secondary, and senior secondary levels to improve the capabilities and abilities of students or lecturers and education staff.

Bachelor's Degree Programme in Public Administration (BPA)

BPA has a total of 21 lecturers. Of the 21 lecturers, 95.2 % of the lecturers are permanent civil service lecturers, and 4.8 % are permanent non-civil service lecturers. According to UNS this number of permanent lecturers is in accordance with the lecturer-student ratio required by the Ministry of Research, Technology, and Higher Education (cf. self-evaluation report p. 85).

All of the lecturers teach according to their expertise in accordance with the qualification objectives of the study programme. Courses such as Religious Education and Indonesian Language are taught by permanent lecturers from outside the study programme.

Of the 21 lecturers, 38 % hold a Master degree in Public Administration, Communication Science, Population, Information Technology, and Public Policy. 47.7 % hold a Doctorate degree in Public Administration and E-Government. Currently, there are 14.3 % of lecturers who are pursuing a Doctorate degree in Public Administration and Community Empowerment in the country and in Public Administration abroad.

Table 11: Structure and quality of faculty (BPA)

No.	Academic rank	Number of lecturers	Percentage
	Asisten Ahli Assistant Professor	7	33.33
	Lektor Assistant Proffesor	5	23.81
	Associate Professor	8	38.1
	Professor	1	4.76
	TOTAL	**21**	**100**

Practical business experience of faculty

BPA lecturers speak at seminars and workshops related to their field of expertise, consult local/regional governments and ministries, and actively participate in scientific associations (IAPA) either as administrators or as members. With these activities, lecturers are able to integrate practice with the theory in their research and in learning activities in class.

Bachelor's Degree Programme in Law (BoL)

Structure and quantity of faculty in relation to curricular requirements

BoL has 79 permanent civil service lecturers, three permanent non-civil service lecturers, and seven non-permanent lecturers.

The permanent lecturers have academic qualifications to carry out activities in the field of the Tri Dharma Perguruan Tinggi (the three pillars of Indonesian higher education: teaching, research, and community service).

The non-permanent lecturers come from legal professional field to teach courses such as Notary public and Contract Drafting course. The invitation of practitioners and visiting lecturers is adjusted to the needs of the study programme each semester.

Table 12: Structure and qualification of faculty (BoL)

No.	Academic rank	Number of lecturers	Percentage
	Asisten Ahli Assistant Professor	25	29.07
	Lektor Assistant Professor	25	29.07
	Associate Professor	30	34.88
	Professor	6	6.98
	TOTAL	**86**	**100**

Internal cooperation

In addition to the points already mentioned, lecturers of BoL conduct projects and/or courses cooperatively. This concerns courses with a high number of students wherefore several courses are held by different lecturers. During the digital assessment, the lecturers confirmed that they coordinate the content and teaching materials of those courses in regularly meetings.

Practical business experience of faculty

BoL lecturers have carried out various activities related to the competencies of their disciplines, including being called as expert witnesses in court (criminal, civil, and state administrative cases) and being experts in drafting legal regulations, either national or local/regional regulations. In addition, several lecturers are members of the Local/Regional Notary Public Supervisory Council and also as Arbitrators at the Indonesian Arbitrator Institute (IArbI).

The faculty of law also has a legal aid and consultancy agency (LKBH) which aims to provide legal services for all parties. With this institution, the study programme lecturers act as legal consultants and lawyers/advocates for the agency's clients. Several lecturers also become business law consultants at local and national levels, and have certificates and practice as mediators and curators.

The professional activities of lecturers as Expert Witnesses in the trial process contributes to the development of learning in Criminal Procedure Law, Contract Law, Investment, and Criminal Law Proficiency Practice courses, especially in case studies and the preparation of legal opinions. From their active role as experts in various local/regional governments, study programme lecturers contribute positively to Local/Regional Government Law, Legislation Law, and Public Policy Drafting courses.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. The faculty's composition and qualification guarantees that both the academic standards and the requirements of professional practice are satisfied.

According to the CVs, the academic ability of the teaching staff is in line with the requirements of the programme for teaching. In order to expand and more strongly implement researched-based lectures, the panel suggests that UNS could use more professors in their study programmes and that UNS encourages even more lecturers to do the Doctorate programme. The practical knowledge of the teaching staff corresponds to the profile of the study programmes.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. UNS verifies the qualifications of the faculty members by means of an established procedure as the lecturers take part in the Instructional Technical Training.

During the interviews, the panel was also able to convince itself that a regular interaction between faculty members takes place, in which the course contents are discussed in order to improve them. The panel highlights the internal cooperation within BoL, whereby projects and/or courses are conducted cooperatively by the lecturers.

From the panel's point of view, the student support by the faculty is particularly noteworthy. During the digital assessment, the interviewed students confirmed that they are fully satisfied with the support they receive and the panel received the impression that all faculty members are very dedicated.

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

4.2 Programme management

All study programmes

Programme Director

The study programme is led by a Head of the Study Programme (cf. self-evaluation report p. 90). In carrying out the duties, the Head of the Study Programme is directly responsible to the Dean, with daily operations coordinated by Vice Dean of Academic, Research and Student Affairs.[25] The Dean is assisted by three Vice Deans, namely Vice Dean for Academic, Research, and Student Affairs; Vice Dean for Human Resources, Finance, and Logistics; and Vice Dean for Planning, Cooperation, Business, and Information.

The main duties of the Head of the Study Programme are:

- coordinating the implementation of study programme activities;
- coordinating the availability of facilities and infrastructures for teaching and learning activities of the study programme;
- coordinating the planning of activities and study programme budgets every year;
- planning class schedules and evaluating learning outcomes;
- Coordinating the implementation of the teaching and learning process;
- Coordinating the implementation of the University's Tri Dharma activities (teaching, research, and community service);
- making an accountability report on the duty implementation to the Dean.

Process organisation and administrative support for students and faculty

The administration staff of each study programme is described as follows (cf. self-evaluation report pp. 91):

In organisational operations, the Head of the Study Programme is assisted by administration staff to serve the needs of lecturers and students.

The duties of the administration staff includes assisting students in carrying out administrative activities such as the preparation of Course Selection Sheet (KRS), thesis preparation, internship preparation, and correspondence related to study programmes. Students who have needs related to lecture administration can contact the administration staff online or offline.

The administrative staff assists lecturers in filling out a logbook and recapitulating lecturers' attendance. In addition, the administrative staff is in charge of preparing lecture schedules and classes, services in the field of employment (e.g. research permits, letters of recommendation), and services in the financial sector (e.g. benefits).

In carrying out their duties, the administration staff will work closely with the Administrative Division of the faculty to create aligned and continuous works between them. The Administrative Division of the faculty consists of the Planning and Information, Academic, Student and Alumni, and Finance and Alumni Sub-Divisions for the smooth running of the study programme activities as a whole.

[25] Article 15 of the Rector’s Regulation No. 64 of 2020.

The study programmes provide opportunities for education staff to improve their competencies, both through degree and non-degree education. The types of training attended by education staff include ICT, public relations, archiving, certification of goods and services procurement, financial management, learning media, personnel information systems, and administration of study programme blog and websites.

Appraisal:

During the interviews with the programme management of the programme as well as with the teachers and administration, the panel was able to convince itself that the programme directors coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly.

Faculty members and students are fully supported by the administration in the organisation of the study programmes. In the various discussions, it became clear that the staff is involved as an integral factor in the success of the study programmes. In addition, UNS enables different opportunities for continuous professional development for the administrative staff.

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

4.3 Cooperation and partnerships

<u>Bachelor's Degree Programme in Economics Education (BEE)</u>

The Faculty of Teacher Training and Education cooperates with other academic institutions and organisations at regional, national, and international levels in the fields of education, research, and community service (cf. self-evaluation report pp. 92).

In the local scope, BEE has collaborated with several Local Education Offices in Surakarta and its surroundings for various fields of cooperation. BEE has cooperation agreements with agencies at the Ministry of Education and Culture which oversees HEIs in Indonesia. BEE also collaborates with schools from the elementary, junior secondary and high secondary levels for consulting projects.

In the national scope, BEE has collaborated with several Directorates under the Ministry of Education and Culture such as the Directorate of Elementary School, Senior High School, Vocational High School, and Public Education and Special Education (PMPK) in the form of drafting manuscripts related to education policy studies. BEE also collaborates with the Institute for the Empowerment of School Principals and School Supervisors (LPPKSPS) in the implementation of education and training programmes for school principals and school supervisors. Several BEE lecturers are directly involved as speakers and assessors in the

preparation of teaching materials and the selection process, as well as the education and training.

BEE collaborates with the Universitas Jenderal Soedirman (Purwokerto, Indonesia) as student exchange programme which aims to provide insight, knowledge and experience from other study programmes that are in line with the learning outcomes of BEE in the Emancipated Learning Programme (MBKM). In terms of teacher professional development, BEE also cooperates with the Association of Indonesian Economic Educators Profession (Aspropendo).

At international level, BEE has collaborated with the South East Asian Minister of Education Organisation (SEAMEO) in the form of international student exchanges for teaching practice, called SEA Teacher. The SEA Teacher Project or “Pre-service Teacher Exchange in Southeast Asia” is a project that aims to provide opportunities for teacher undergoing pre-service training from universities in Southeast Asia to have teaching experience (practicum) in schools in other countries in Southeast Asia.

UNS cooperates with business entities and other organisations. In projects, provision of internships, and professional appointments in teaching, stakeholders contribute to the development of the students' qualifications and skills. Some examples of cooperation are the development of Business Management and Business Communication courses.

Bachelor’s Degree Programme in Public Administration (BPA)

BPA has established partnerships with other study programmes, universities, and agencies in terms of education, research, and community service. In addition, student exchanges are carried out with domestic and foreign universities.

Students and lecturers publish articles in Jurnal Bisnis Birokrasi (Journal of Business and Bureaucracy/ JBB, Sinta 2 accreditation) after a training collaboration with the journal. Students improve their organisational skills in the collaboration with Indonesian Association for Public Administration (IAPA). Students act as the host of the national congress of Indonesian Young Administrators Meeting (Temu ADMI) and scientific writing competitions for students of State Administration Study Programs throughout Indonesia. BPA also collaborates with the Magelang City government in several programmes that provide opportunities for students to become research assistants, undertake internships, and conduct research for their thesis. The cooperation includes: (1) Preparation of a Child friendly City Regional Action Plan; (2) Preparation of Regional Action Plans for Poverty Alleviation; (3) Preparation of Regional Action Plans for Community Empowerment; (4) Preparation of Action Plans for Sustainable Development Goals.

BPA also collaborates with governments’ organisations and NGOs. This collaboration is in the form of the Administrative Work Lectures programme, providing assistance to public service bodies, and collaboration in the fields of research, education, and community service. Some examples of the collaborations with the government are with the City Development Planning Agency (Bappeda) of Magelang City, the Regency Civil Service Agency of Batang, and the City Office of Industry, Trade, and Cooperatives.

Bachelor's Degree Programme in Law (BoL)

BoL collaborates with higher education institutions from within and outside the country. The study programme also collaborates with various non-higher education institutions at the national level.

Cooperation with domestic HEI, such as Universitas Indonesia, Universitas Jember, and Universitas Mataram is carried out by means of joint researches, guest lectures, joint seminar activities, journal article writing, and scientific journal review partnerships.

Meanwhile, collaboration with overseas universities is carried out with Groningen University (Netherlands), Utrecht University (Netherlands), Murdoch University (Australia), Universiti Utara Malaysia (Malaysia), Thammasat University of Thailand and several other universities. The forms of collaborative activities that have been carried out with several universities above include inbound and outbound student exchanges, inbound and outbound visiting lectures, guest lectures, international conferences, exchange of research information, joint publications, joint researches, reviews for academic journal boards, and capacity building. Cooperation Agreements are made between BoL and HEIs.

BoL also collaborates with several non-higher education institutions. Examples of cooperation with non-HEI at the national level are the cooperation with the Constitutional Court, Indonesian Advocates Association (PERADI), and the Prosecutor's Office of the Republic of Indonesia, the Ministry of Foreign Affairs, the Corruption Eradication Commission, PT Pertamina, Bank Indonesia, and other institutions that have relevance to the legal field. Collaborations are realised through a Memorandum of Understanding.

BoL collaborates with private companies such as SOEs (Pertamina and PT Kereta Api Indonesia). This collaboration is carried out to develop R&CS, as well as to provide opportunities for students to understand the real world of work.
The cooperation with PT. Pertamina and PT KAI provides opportunities for students to learn scientific practices in the business world in the form of work internships.

Furthermore, as a form of partner trust, Pertamina provides BoL with Corporate Social Responsibility (CSR) funds in the amount of 10 billion rupiahs to build a 5-story Faculty of Law graduate building which is currently still under construction in UNS. This will improve the study programme facilities for international standard education. Pertamina and the study programme also formed a research centre named Energy Business Law Centre. The study programme's collaboration with PT KAI is also carried out in research that has resulted in regulations regarding track access charges. BoL also collaborates with PT Bursa Efek Indonesia Tbk (Indonesia Stock Exchange) to develop courses in Capital Market Law, in form of an Investment Gallery establishment located at the Faculty of Law to promote the capital market by conducting joint scientific activities to develop the capital market in Indonesia, especially in the higher education environment.

Appraisal:

Cooperation with HEIs and other academic institutions and networks with effects on the programmes are plausibly presented and actively pursued. By means of providing mobility

options for students and faculty, various agreements have an impact on the programmes and therefore on the students' competencies and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes.

		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 programme)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programme, franchise programme)			X		

4.4 Facilities and equipment

All study programmes

As the assessment could not take place on-site due to Covid-19, the University submitted videos and further materials with an overview of the facilities.

One of the supporting learning facilities is the availability of a library. Students can find various types of information about knowledge that they need through reference books and scientific journals. UNS Library is equipped with Wide Area Network (WAN) with hotspots and shelters for easy access to references for the academic community. In addition, UNS Library is also equipped with digital library and main library systems that facilitates students to access information. There is also a reading garden that students can visit to do their reading. UNS Library is open from 07.30 am to 9 pm to provide maximum service to lecturers and students. During the COVID-19 pandemic, UNS Library has provided special online services for e-journals and e-books access since accessible at https://library.uns.ac.id/e-resources/.

UNS made a policy of integrating libraries so that there is only one central library in the university. Lecturers and students have easy access to library facilities, such as finding, reading, and borrowing references and checking articles with Turnitin. This literature source is accessible by students either offline or online. For offline literature sources, students can visit the library every working hour from 8 am to 2 pm and the library staff is ready to help them.

UNS Library also provides domestic and international journals and audio-video materials. The collection of books includes textbooks, teaching books, books for pleasure reading, and

supplementary books. Reference collections include dictionaries, encyclopaedias, manuals, almanacs, atlases, regulations or legislations, etc. Local book collection discussing Javanese history, Javanese culture, Javanese literature, etc. are also available. International book collection, specifically related to the Netherlands can also be found and the topics include history, colonial era law, state administration, etc.

The library also provides a collection of theses and dissertations. Other provided services are e-library/UNS-LA service, digital library, online catalogues, and inter-library services. The library can be accessed easily by UNS students and lecturers. UNS-LA (www.perpustakaan.uns.ac.id/unsla or unsla.uns.ac.id) has been integrated with various libraries within UNS (Central Library, Graduate library, LPPM library, and IRIS1103). The Library Information System (UNS-LA) and digital library allow the academic community to easily access information on scientific works, e-books, e-journals, and other e- learning formats.

Students may use worship facilities such as mosque, Hindu temple, church complex, Buddhist place of worship, and Confucianist place of worship provided by the University. In addition, to support the health of students, lecturers, and education staff, UNS has a Medical Centre with a representative building, easy access, and affordable costs. For sports activities, UNS provides sports building facilities, such as tennis, volleyball, and football fields, as well as a Student Centre building.

There are also facilities for people with disabilities: wheelchair tracks, special toilets, and special parking lot.

Lecturers, students, and staff use the university's digital information system (SIAKAD) as an information system line to support the education and learning process. The information system infrastructures consists of an information board, adequate LAN access, hotspot areas, multimedia rooms, video conference rooms, and computer laboratories. The learning process is also carried out by using SIAKAD, Google Meet, Zoom Meeting, and OCW[26].

Bachelor's Degree Programme in Economics Education (BEE)

According to the university's descriptions, the classrooms are equipped with IT-based learning media, whiteboards, televisions, CD players, microreaders, computers, Wi-Fi network, AC units, LCD screens, and LCD projectors (cf. self-evaluation report p. 97).

BEE has microteaching, language, and mini market laboratories. The faculty provides facilities for persons with disabilities such as special parking spaces and infrastructures.
The facilities include furthermore: a) Lecturers' Office, a place for Head of the Study Program and lecturers, b) classrooms, located in Building G of FTTE[27] graduate building in Kentingan, c) one courtroom and one seminar room in Building G, and d) one administration room. In addition, an FTTE Graduate Students' Association room, bathrooms, sport area, gazeboes with hotspot area, and health centre.

[26] Open Course Ware
[27] Faculty of Teacher Training and Education

Bachelor's Degree Programme in Public Administration (BPA)

Four buildings and 16 classrooms are quipped with LCD projectors, AC units, and sound systems. The classrooms accommodate 30 to 60 students. BPA has four public spaces, and the Faculty of Social and Political outside area and canteens. Several facilities such as classrooms and toilets are barrier-free.

Furthermore a laboratory (LPGR) with modern technology, a library room, seminar room, hall, Senate meeting room, thesis examination room, and the secretariats of Student Clubs or Student Organisations. BPA has working spaces with computer access and audio-visual laboratories.

Bachelor's Degree Programme in Law (BoL)

The buildings in the Faculty of Law complex include three-floored buildings 1 and 2, four-floored building 3, and the Alumni Association building. Those have three seminar and discussion rooms, 22 classrooms, Lecturer Transit Room, and two Thesis Examination Rooms, rooms for faculty members, Department Lecturers room, a Mediation Board and Legal Aid room, a Computer Laboratory, a Law Science Laboratory Manager room, three Moot Courtrooms, eight practicum lecture rooms, and a reading room.

Appraisal:

Due to Covid-19 pandemic, the panel was not able to visit UNS on-site. Therefore, the panel was provided with videos, pictures and descriptions of its premises and facilities.

According to the panel, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the need of the study programmes. According to the information provided by the HEI and the students, the rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media is ensured. The students also confirmed during the interview that the literature required for the study programmes can be accessed online.

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

4.5 Additional services

All study programmes

The career counselling is carried out mainly through the Career Development Centre (CDC). Every student is given access to information on job vacancies and various articles related to career development. CDC provides various kinds of training activities, seminars, workshops, and other activities that aim to improve the quality of human resources. The guidance is usually conducted through discussion, socialisation, and encouragement to students.

UNS also regularly organises a UNS Job Fair which is initiated by CDC to provide students with views on future job opportunities. Other activities that are also conducted by CDC are (1) training and preparation for entering the world of work, (2) articles publishing of self-quality improvement tips, and (3) on-desk career guidance.

Bachelor's Degree Programme in Economics Education (BEE)

The Alumni Association of Economic Education (IAPE) was established in 2010. This organisation is a partner of the BEE in motivating students, finding businesses and industries for students to carry out internships, distributing graduates to the job market, funding activities, and providing input in framework of curriculum preparation. They are involved in BEE academic development activities. BEE includes alumni to participate in the study programme's events:

- Financial aid: The alumni are committed to provide financial help to fund various scientific activities held by students or the study programme, which is expected to provide and improve students' scientific horizon.
- Aid of facilities: The alumni are committed to aid the study programme to provide learning support facilities, such as books and shelves, learning media, and others.
- Inputs for improving the learning process: Through meetings and dissemination events with programme managers, alumni provide several suggestions for learning quality improvement, including adding hotspots to support the implementation of learning.
- Network development: Through the Work Programme, alumni provide regular notification of job opportunities for BEE graduates.
- Provision of facilities: The alumni who work at Senior High Schools (SMAs) or Vocational High Schools (SMKs) cooperate with the study programme in Education Internships I, II, and III for the students.

Bachelor's Degree Programme in Public Administration (BPA)

The Alumni Association of Public Administration was established in 2010 aiming to strengthen ties of friendship and gather alumni networks. This alumni association works by coordinating each class to carry out joint activities. In addition to reunions, alumni often hold academic or non-academic activities. In academic activities, alumni usually become presenters or keynote speakers in workshops or seminars to share work experiences with students. The most crucial role of alumni is as a network developer for BPA students. With this alumni network, students can do internships in the alumni workplaces and the alumni can provide lodging accommodations for them. As for non-academic activities, alumni often

become sponsors in providing facilities such as printers and computers for the study programme as well as financial support for BPA students' activities. Alumni also carry out empowerment activities for underprivileged students by providing buildings for religious activities.

Bachelor's Degree Programme in Law (BoL)

The Alumni Association (IKA FH) was established in 2013. They contribute to the progress of the study programme and are involved in faculty activities such as BoL curriculum and strategic plan review workshops.
Alumni provide information on opportunities to collaborate with institutions where they work, such as the Ministry of Home Affairs, the Ministry of Law and Human Rights, and the Attorney General's Office. They give BoL students the opportunity to take part in student internships. Alumni who work as prosecutors, lawyers, and notaries public are asked to become special lecturers in practical courses. Furthermore, alumni actively participate in the reconstruction and reorientation of BoL curriculum. They provide donations in the form of facilities and infrastructures such as alumni building, network development, and supporting learning facilities or support BoL academic development by providing scholarships for under-privileged students. Alumni develop networks for all alumni of FL UNS by means of mass media and social media.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The panel appreciates the fact that UNS has established a Career Centre that serves as support for students and alumni.

Each study programme is part of an alumni organisation that is developing an alumni network. The alumni are actively involved in the development of the study programmes and support of the students. For example through donations in form of facilities and infrastructures, to carry out joint activities or keynote speakers in workshops or seminars to share work experiences. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programmes. Through meetings and dissemination events with programme managers, the alumni provide several suggestions for learning quality improvement.

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

4.6 Financing of the study programme (Asterisk Criterion)

All study programmes

The budget planning process is based on the proposed annual work programme and adjusted to the allocation of funds determined by the faculty. It is discussed in a meeting between heads of the study programmes and heads of the faculty. The results of the meeting are prepared into a work programme and Budget Business Plan (BBP) to be proposed to the faculty in the next one year.

In BBP, study programmes make a plan of activities set on budget approved by the faculty. The budget has a minimum cost limit so that there are clear rules on setting budget units pursuant to Appendix of Rector's Decision No. 110A/UN27/KU/2012 on the Maximum Cost Standard for Financial Management of the UNS Public Service Agency.
The fund provided by the government is used for the salaries of lecturers and teaching staff. Non-Tax State Revenue which is sourced from students' tuition fees (UKT), collaboration with other parties, and alumni grants is used for various activities as well as the procurement of facilities and infrastructures, such as education, research, community service, and investment in facilities and infrastructures. These funds make the study programme able to sustainably organise its activities.

During the Covid-19 pandemic, UNS also provides financial aid to underprivileged students, students whose parents are terminated from work, and students who tested positive for Covid-19. UNS provides phone credits for all students to support online learning.

Appraisal:

The study programme is 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)			X		

5 Quality assurance and documentation

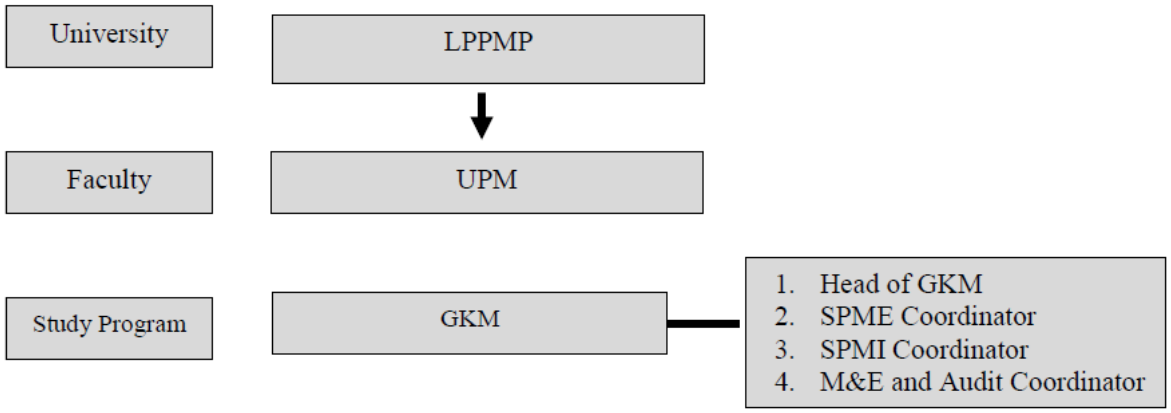
Quality assurance and quality development with respect to contents, processes and outcomes

The quality assurance and development of content, process, and learning outcome conducted in all study programmes refer to the quality assurance development procedure that has been established by UNS. The procedure for developing the quality assurance is described as follows.

1. Quality assurance at the university level is managed by the Centre for Development of Quality Management System under the coordination of LPPMP[28].[29] LPPMP is assigned to coordinate, implement, monitor, and evaluate activities for improving and developing learning and quality assurance of education.
2. Quality assurance policies at the faculty level are undertaken by the Quality Assurance Units (UPM) of the Faculty of Teacher Training and Education, the Faculty of Law and the Faculty of Social and Political UNS[30].
3. Quality assurance policies at the study programme level are implemented by study programme's Quality Control Division (GKM). GKM is led by one chairperson and three personnel responsible for different divisions, namely Internal Quality Assurance System (SPMI) Coordinator, External Quality Assurance System (SPME) Coordinator, Monitoring and Evaluation (M&E) and Audit Coordinator.

The description of the responsibilities of the quality assurance process from university level to study programme level is displayed in Figure 1.

Figure 1: Hierarchy of Quality Assurance from University Level



The quality assurance cycle of the study programme are performed continuously through the stages of planning, implementation, internal M&E, as well as auditing, action, and improvement. A self-evaluation report is formulated every year including analysis and evaluation of the performance of the study programme. The analysis is drawn from data, identification of problems and root causes, corrective and preventive actions, and

[28] Abbreviation for Research institutions and community service (Lembaga Penelitian dan Pengabdian Kepada Masyarakat)
[29] pursuant to Regulation of Minister of Education and Culture No. 82 of 2014 on the Organizational Structure and Work Procedure of UNS.
[30] by virtue of Rector's Decision No. 46.16/UN27/KP/2021 dated on January 4th, 2021 and FTTE Dean's Decision No. 4270 A/H27.1.2/PP 2007 dated on October 17th, 2007 amended with FTTE Dean's Decision No. 971/UN27.02/HK/2020.

performance targets. Internal audit must refer to instruments of (1) self-evaluation report and (2) internal audit form. Internal audit activity is elaborated in the Internal Quality Audit Manual to ensure compliance with the university regulations. The results of the internal audit will be further discussed in the management review meeting to plan follow-up actions on identified issues. The follow-up implementation will then be verified by the auditor. Aspects assessed in quality assurance include the implementation of learning processes and evaluations, staff quality, study programme, services, and employability surveys.

Evaluation by students

In implementing academic activities, the study programmes supervise and evaluates teaching and learning activities. The study programmes are also responsible for assisting the students in academic activities to accommodate the students in completing their studies in the specified period based on the regulations. The evaluation process is carried out on a scheduled and continuous basis, both collaborating individually with students and fully involving lecturers. The student evaluation results from the lecturer's assessment will be reported to the study programme. The indicator achievement corresponding to these targets will be used as a reference material for the faculty to improve achievement standards at the university level. Improvement of achievement standards can only be processed once all indicators in the previous achievement standards have been accomplished.

To guarantee the quality of education management and administration, students are involved in assessing the lecturer's learning process, the curriculum, infrastructures, services[31] and facilities. In the learning process, students assess the lecturer's teaching process through filling out online questionnaires at SIAKAD. On the page, a questionnaire about the level of student satisfaction with the implementation of the lecturer's learning process is provided and must be filled out by students after each semester. The results of the questionnaire recapitulation are informed to the lecturers as a form of accountability for the lecturer's performance. The results are published and accessible by lecturers and students.

The survey on student satisfaction with the university services[32] is carried out through a questionnaire from google form. The results are used as a benchmark in improving the quality of on-going services, management, and the academic implementation. The results are recapitulated and communicated with students and become inputs for improvement and quality assurance of the study programme standard.

Evaluation by faculty

There is also an evaluation from lecturers on the teaching and learning process and the study programmes infrastructures. The evaluation and review of the teaching and learning process are carried out by lecturers through: (1) Lecturer board meeting in each study

[31] E.g. student and alumni services like scholarships, Mawapres, bidik misi scholarship, charity funds, activity units, coaching-development activities, validation, activity permits, student activity certificates, student cards, and UKT adjustment services. Meanwhile, the academic section includes seven services, namely: KRS, on-desk registration, grades, student leave, the extension of the study period, graduation, and research permits.

[32] There are eleven types of student and alumni services: scholarships, Outstanding Student Award (Mahasiswa Berprestasi), Bidik Misi, Charity Funds, activity units, coaching-development activities, validation, activity permits, student activity certificates, student cards, and tuition fee (UKT) reclassification services. The academic section includes eight service sections in the form of KRS, on-desk registration, grades, student leave permits, the extension of the study period, graduation, and research permits.

programme, (2) Internal Quality Audit (AMI) Level 1 (between study programmes) and Level 2 (between faculties), and (3) Quality Management Review Meeting (RTMM) at the faculty and university levels. Lecturers fill out a questionnaire every semester, and then at the beginning of each semester, feedback is requested from the lecturer through section meetings and lecturer meetings which are held regularly before the start of the semester.

External evaluation by alumni, employers and third parties

The follow-up of evaluation results by alumni, and users provided by the stakeholders are used as reference material to improve the vision, missions, objectives of the study programme, as well as graduate profiles and Progamme Learning Outcomes (PLOs).

A Tracer Study is carried out on graduates of the previous year by filling out questionnaires sent by Carrier Development Center (CDC) Team at https://cdc.uns.ac.id. It provides information on the relationship between higher education and the world of professional work, assesses the relevance of higher education, and provides information to stakeholders. In addition, study programmes can also conduct a Tracer Study, which is carried out periodically every year to measure the achievement of the Study Programme's Key Performance Index (KPIs).

There are also inputs from alumni about the need to review the curriculum at least every two years to adjust it to the world of work and that courses that are not in accordance with job market needs should be replaced by new, more suitable courses. The Monitoring and Evaluation is done by sending forms to various institutions or to the direct ordinates where alumni work. The form contains several questions related to the institution's integrity, their skill to carry out their duties based on their field of knowledge, the skill to use foreign languages, especially English, the skill to use information technology, the skill to communicate with colleagues, the skill to collaborate in work groups, and self-development after they work in that place. The process and mechanism of the activity, after the form is filled out and returned to the study programme, are then classified for later analysis based on need.

The contents of the tracer study instrument include experience in obtaining the first job, service during college, alumni satisfaction level, and others. The results of the questionnaire are recapitulated and analysed, then reported to the leadership as material for evaluation and development of the study programme.

External evaluation from users or employers through the Carrier Development Center team is also carried out routinely. Examples of the inputs or evaluations from users mention the lack of professional skills of graduates in the field of law and the lack of self-confidence of graduates. Based on these inputs, efforts have been made by the study programme to increase professionalism through the development of student internships, to increase motivation through Achievement Motivation Training, Business Motivation Training, English for Academic Purposes, On Job Training for students, and Personality Development through Soft Skills and Life Skills Training Activities for Students.

Programme description

The study programme documents the learning process in several information systems that are managed centrally and integrated with the university. The university's digital information system (SIAKAD) contains related information of lecturers' profiles, student consultation, lecturers' schedules, lecturer performance recap, learning monitoring, R&CS implementation

in learning activity, and Lecturer Expertise Certification. This system is designed to display academic data, process data input by students, lecturers, and educational staff. The SIAKAD system is used by lecturers and students in the process of guidance and consultation, as well as a means of inputting and accessing grades. Students use SIAKAD to plan courses, view schedules, grades, and name of the course lecturers, or select student internship locations. SIAKAD is also a means of providing information related to the learning process.

SPADA UNS is an online learning media at UNS developed by Information technology Development Centre for Learning LPPMP UNS. Meanwhile, OCW is a publication of web-based learning resources that are free to be used by lecturers and students around the world. OCW can help students who are looking for additional course material, as well as supporting information about an existing course. Other information related to academic procedures and flows such as Curriculum, Course Plan, Internship Standard Operating Procedure, and Lecture Activity SOP is accessible at websites of the study programme and their faculties.

The study programmes also provide internal pages only accessible by UNS academic community by logging in using Single Sign On (SSO) via the university's email address. Management of education data (university management information system: academic, library, human resources, finance, assets, decision support systems) is accessible on R&CS database website.

In addition, the university, faculties, and study programmes each have social media channels used as a method to reach broader audiences and facilitate the spread of information, such as Facebook, Instagram, Twitter, YouTube, and TikTok.

Information on activities during the academic year

Activities and/or activity agendas during the academic year of the study programme at the university level are displayed at the university website as well asUNS official social media accounts such as Instagram, Twitter, Facebook, LinkedIn, Tiktok and YouTube. UNS activities are also published in the mass media that is in collaboration with UNS Public Relations Office such as Solo Pos, Suara Merdeka, Tribun, and Radar. The contents contain events, student and lecturer activities in the form of seminars, competitions, and other events, and academic calendars. Information is delivered by the university's Public Relations division in coordination with the Public Relations subdivisions of each faculty.

At the faculty level, activities during the academic year of a study programme are displayed on the website and social media of each faculty. To find out the activities carried out by a study programme, it can also be seen in LKPS document[33]. LKPS is made periodically every semester. This document is also uploaded on the faculty and the study programme Website pages.

[33] This document describes at least nine information about a study programme, namely: (a) Vision, Mission, Objectives, and Strategy of the Study Program; (b) Governance System and Cooperation; (c) Students; (d) Human Resources; (e) Finance, Facilities, and Infrastructure; (f) Education; (g) Research; (h) Community Service; and (i) Outcomes and Achievements of Tri Dharma.

Appraisal:

The panel welcomes that UNS has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. Responsibilities are also clearly defined.

The quality assurance and development procedure takes into account the results of the evaluations of students, alumni, lecturers and third parties as well as graduate employment with the help of the tracer studies conducted. However, the panel criticises the fact that only the workload of the lecturers is evaluated, while the assessment of students' actual workload is not systematically analysed and evaluated. 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 in students' course evaluation forms. Therefore, the panel recommends the following **condition**:

- The university implements an evaluation form that collects student feedback about the workload for each course.

Faculty members in the respective committees plan and assess the quality assurance and development procedures. Students' evaluations as well as quality control by the faculty are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process. With the tracer studies an external evaluation is carried out on a regular basis and provides additional input for the quality development process.

In terms of the programme description, UNS uses several digital systems that provide students with all relevant and required information online. The panel points out, however, that the transparency of information could still be improved and therefore **recommends** the following to facilitate easier comprehension of the study programme for (prospective) students:

- Providing a graphical overview showing the structure of the curriculum in English and Bahasa.
- A more precise documentation of the programme regulations in English language (e.g. as Regulation 31), especially Art. 9 and 10 of the Exam Regulation need to be explained in clear language in the Student Handbook.
- To enhance user-friendliness for students, documents as the module descriptions and the student handbook should show workload, structure of the programme, exam rules with links to Regulation 31 and other official documents).

To inform about the activities during the academic year, UNS regularly publishes updated news and information about the study programme on the University and Faculty websites and uses various social media platforms.

		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)				**condition**	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Universitas Sebelas Maret

Bachelor programmes: Economics Education (BEE)
Public Administration (BPA)
Law (BoL)

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

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

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