

Decision of the FIBAA Accreditation and Certification Committee



22nd Meeting on June 19, 2026

PROGRAMME ACCREDITATION

Project Number:	23/104 Cl. 2
Higher Education Institution:	Universitas Sebelas Maret
Location:	Surakarta, Indonesia
Study programme:	1. Bachelor in Education, Bachelor of Geography Education (BGE) 2. Bachelor in Education, Bachelor of Office Administration Education (BOAE)
Type of accreditation:	initial accreditation

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

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

Conditions:

- **Condition 1** (see chapter 3.2.2): The University needs to ensure that all students receive a Diploma Supplement including an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, and transcript upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2** (see chapter 3.3.2): The University includes literature/references in the English course descriptions and keeps them up to date.
- **Condition 3** (see chapter 5.1): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 4** (see chapter 5.1): The University includes in its quality management system appropriate procedures for a regular monitoring and updating of the learning outcomes.

➤ Proof of meeting these conditions is requested until March 18, 2027.

Period of Accreditation: June 19, 2026 until June 18, 2031.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Sebelas Maret, Indonesia

Bachelor/Master programme:

- 1) Bachelor of Geography Education (BGE)
- 2) Bachelor of Office Administration Education (BOAE)

Qualification awarded on completion:

All programmes: Bachelor of Education

General information on the study programme

Brief description of the study programme:

The **Bachelor of Geography Education (BGE)** is a four-year Bachelor programme that aims to educate graduates with competencies in geography, geographical education, spatial analysis, environmental studies, disaster management, and Geographic Information Systems (GIS). The programme is designed to prepare graduates to apply geographical knowledge and teaching skills in secondary education and other professional contexts through analytical, practical, and interdisciplinary approaches. The curriculum integrates theoretical and practical learning, including fieldwork, laboratory activities, internships, MBKM activities, and research. Graduates are prepared for careers as geography educators, researchers, environmental and spatial analysts, and entrepreneurs, as well as for further academic studies.

The **Bachelor of Office Administration Education (BOAE)** is a four-year Bachelor programme that aims to educate graduates with competencies in office administration, office management, educational sciences, communication, information technology, and entrepreneurship. The programme is designed to prepare graduates to apply office administration knowledge and teaching skills in vocational and professional contexts through theoretical and practical learning approaches. The curriculum integrates classroom learning, business simulations, internships, MBKM activities, and technology-based applications in office administration. Graduates are prepared for careers as educators in office administration, office administration practitioners, entrepreneurs, and professionals in public and private institutions, as well as for further academic studies.

Type of study programme:

All programmes: Bachelor programmes

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

- 1) Bachelor of Geography Education (BGE): 4 years / 148 SKS (222 ECTS)
- 2) Bachelor of Office Administration Education (BOAE): 4 years / 150 SKS (225 ECTS)

Mode of study:

All programmes: full-time

Didactic approach:

All programmes: study programme with obligatory class attendance and blended learning elements

Double/Joint Degree programme:

All programmes: no

Scope (planned number of parallel classes) and enrolment capacity:

- 1) Bachelor of Geography Education (BGE): 3 classes with 80 students per intake
- 2) Bachelor of Office Administration Education (BOAE): 3 classes with 80 students per intake

Programme cycle starts in:

winter semester / summer semester / both winter and summer semester / other start date: ...

- 1) Bachelor of Geography Education (BGE): February and August each year
- 2) Bachelor of Office Administration Education (BOAE): February and August each year

Initial start of the programme:

- 3) Bachelor of Geography Education (BGE): 1976
- 4) Bachelor of Office Administration Education (BOAE): 1976

Type of accreditation:

All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Office Administration Education (BOAE) and Bachelor in Geography Education (BGE), all awarding the degree of Bachelor of Education, was made between FIBAA and Universitas Sebelas Maret on November 21, 2023. On June 4, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Sandra Allmayer MMag. MA. MBA

Academy of Tax Consultants and Auditors Ltd.
Managing Director

Full Prof. Dr. Rafael de Miguel González

University of Zaragoza
Professor in Geography Education

Assoc. Prof. Irma Grdzeliidze

Ivane Javakhishvili Tbilisi State University
Associate Professor at the department of Educational Sciences

Hilal Karaoğlu

Marmara University, Turkey
Student: M.A. Educational Management and Supervision

Dr. Luciana

Atma Jaya Catholic University of Indonesia
Examiner of Teacher Professional Development Program, Education Consultant, Associate Professor

FIBAA project manager:

Eva Seidel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on March 24-26, 2026, via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given 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 May 29, 2026. The statement on the report was given up on June 6, 2026. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Bachelor of Geography Education and Bachelor of Office Administration Education offered by Universitas Sebelas Maret (UNS) fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19, 2026, and finishing on June 18, 2031, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects:² Study and exam regulations, course materials and quality assurance and quality development regarding the student workload and the learning outcomes. They recommend the accreditation on condition of meeting the following requirements:

For all programmes

- **Condition 1** (see chapter 3.2.2): The University needs to ensure that all students receive a Diploma Supplement including an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, and transcript upon graduation. This requirement must be stipulated in a binding document.
- **Condition 2** (see chapter 3.3.2): The University includes literature/references in the English course descriptions and keeps them up to date.
- **Condition 3** (see chapter 5.1): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.
- **Condition 4** (see chapter 5.1): The University includes in its quality management system appropriate procedures for a regular monitoring and updating of the learning outcomes.

Proof of meeting these conditions is to be submitted by March 18, 2027.

Furthermore, the quality requirement(s) that have not been fulfilled – internationality of 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 are to be considered during the re-accreditation.

Since there are no international students enrolled in **both study programmes**, the panel supports the study programmes' plan to expand promoting activities and **recommends**

- Setting up a system to proactively attract international students.

The panel members identified several areas where the programme could be further developed and **recommends**:

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

- Inviting more practitioners from companies and international guest lecturers (see chapter 3.3).
- increasing the number of student workplaces in the library (see chapter 4.4).

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)
- 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

According to the Presidential Decree No. 10 of 1976 on the Establishment of Universitas Negeri Surakarta Sebelas Maret (UNS) was established on March 11th, 1976. The vision of UNS is “to become a centre for the development of science, technology, and art that excels at the international level based on the esteemed values of national culture”.

Its missions, which reflect *tridharma perguruan tinggi* or the three pillars of higher education, include (1) organising education and teaching that demand lecturers' self-development and encourage students' independence in acquiring knowledge, skills, and attitudes.

UNS has 14 faculties, one vocational school, and one graduate school consisting of 20 Doctorate Degree Programmes, 46 Master degree programmes, 14 medical specialist education programmes, four professional programmes, 66 Bachelor degree programmes, and 26 vocational school programmes. 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.

Further development of the programmes

Table 1: Statistical data Bachelor of Geography Education

		2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
# Study Places offered by HEI		80	80	80	83	83	80
# Applicants	s	1631	1164	881	1120	797	581
	f	948	749	540	754	523	383
	m	683	415	341	366	274	198
Application rate		2038.75%	1455.00%	1101.25%	1349.40%	960.24%	726.25%
# First-Year Students (accepted applicants)	s	96	99	129	99	97	92
	f	46	48	56	60	47	56
	m	50	51	73	39	50	36
Rate of female students		47.92%	48.48%	43.41%	60.61%	48.45%	60.87%
# Foreign Students	s	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		120.00%	123.75%	161.25%	119.28%	116.87%	115.00%
# Graduates	s	34	17	N/A	N/A	N/A	N/A
	f	22	14	N/A	N/A	N/A	N/A
	m	12	3	N/A	N/A	N/A	N/A
Success rate (students who finished their studies)		35.42%	17.17%	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		4.4	3.9	N/A	N/A	N/A	N/A
Average grade of final degree		3.73	3.76	N/A	N/A	N/A	N/A

Table 2: Statistical data Bachelor of Office Administration Education

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
# Study Places		81	79	83	82	105	101
# Applicants	Σ	1571	2163	1177	1758	1738	1122
	f	1299	1588	1049	1458	1442	931
	m	272	575	128	300	296	191
Application rate		1939,51%	2737,97%	1418,07%	2143,90%	1655,24%	1110,89%
# First-Year Student	Σ	65	65	45	37	36	32
	f	54	48	40	31	29	27
	m	11	17	5	6	7	5
Rate of female students		83,08%	73,85%	88,89%	83,78%	80,56%	84,38%
# Foreign Students	Σ	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		80,25%	82,28%	54,22%	45,12%	34,29%	31,68%
# Graduates	Σ	55	45	40	41	N/A	N/A
	f	45	33	36	34	N/A	N/A
	m	10	12	4	7	N/A	N/A
Success rate		84,62%	69,23%	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 program cannot be calculated yet. As maximum duration of study is 14 semesters.							

Appraisal

The statistical data shows application rates that by far exceed the number of study places available for both study programmes. In the last three academic years, all study places of both programmes were occupied. However, so far there are no international students. Students need more than four years until graduation.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Bachelor of Geography Education (BGE)

The programme's vision³ is to develop Geography education and learning grounded in critical thinking and a Space–Place framework based on Geographic Information Science (Spatial GIScience), aimed at supporting sustainable development and disaster-resilient communities. This vision reflects the alignment with the University's and faculty's strategic orientation, particularly regarding the application of spatial GIScience to technological advancement and the development of a disaster-resilient society grounded in cultural values.

The objectives of the programme are:

- to produce Geography educators capable of effectively managing Geography learning based on religious and national values and equipped with 21st-century competencies, including critical thinking, creativity, collaboration, communication, citizenship, and character, as well as information, media, and technology literacy;
- to produce practitioners able to apply geospatial knowledge and Spatial GIScience technology in professional contexts;
- and to produce entrepreneurs capable of independently managing GIScience- and geospatial-based business activities, including the development of instructional media in Geography.

The objectives are aligned with Level 6 of the Indonesian Qualification Framework (IQF), corresponding to bachelor's degree level. This level requires graduates to be able to apply their expertise and utilise science and technology to solve problems and adapt to varying situations; to demonstrate both general and specialised theoretical knowledge and develop procedural solutions; and to make appropriate decisions based on data analysis, including providing guidance on alternative solutions individually or in groups.

Stakeholders support the implementation of the programme's vision and objectives through engagement in activities such as alumni surveys, academic events, and student orientation. The programme also monitors labour market demands and stakeholder expectations, while disseminating its vision, mission, and objectives through social media and academic forums. Based on these objectives, graduate profiles are defined, which form the basis for the formulation of Programme Learning Outcomes (PLOs).

³ The Bachelor of Geography Education (BGE) programme's objectives are aligned with the vision and mission of the Faculty of Teacher Training and Education, as formalised in the Dean's Decree No. 023/UN27.02/HK/2016 dated 20 January 2016.

Table 3 Graduate profile Bachelor of Geography Education

Graduate Profile	Description of Graduate Profile
1. Geography Educator	1. Being able to plan, implement, and evaluate geography learning in high schools. 2. Utilising various science-based learning resources, contextual technologies, learning media, and sustainable learning principles for geography learning. 3. Developing learning outcomes in sustainable learning principles in accordance with geographical characteristics and student profiles in curricular, co-curricular, and extra-curricular learning. 4. Reviewing and applying various innovative and validated geography learning methods 5. Conducting geography education research focusing on the assessment and evaluation of geography learning. 6. Being able to educate, teach, guide, direct, train, and assess learners in geography, environment and disaster management.
2. Researcher in the field of Geography, Environment and Disaster	1. Conducting geography research activities and/or geography education with the sustainable learning principle. 2. Engaging in environmental and disaster research, adhering to sustainable learning principles. 3. Being able to document, store, secure, and recover data to ensure validity and prevent plagiarism. 4. Conducting research and communicating it in scientific publications and scientific forums
3. Entrepreneur	1. Being able to combine entrepreneurship with sustainable learning principles related to geography, geography education, or related fields. 2. Managing resources and activities within an institution. 3. Making strategic decisions based on assessments of quality, relevance, and accessibility. 4. Maintaining and developing networks collaboratively. 5. Applying logical, critical, systematic, and innovative thinking in the development or implementation of science and technology. 6. Developing Instructional media for geography based on the surrounding environment and information and communication technology (ICT) that is contextual.

Bachelor of Office Administration Education (BOAE)

The programme's objectives are aligned with the vision and mission of the Faculty of Teacher Training and Education (see footnote above).

Based on this framework, the programme's vision is to develop Office Administration education based on information technology and rooted in the noble values of national culture. In line with this vision, the objectives are set to reflect the implementation of education, research, community service, publications, collaboration, institutional development, as well as student and lecturer development.

The objectives are: to produce Office Administration educators capable of managing learning processes and equipped with learning skills (critical thinking, creativity, collaboration, communication), literacy skills (information, media, and technological literacy), and life skills (flexibility, leadership, initiative, productivity, social skills); to produce Office Administration practitioners able to manage administrative work in professional and industrial contexts with the same set of competences; and to produce Office Administration entrepreneurs capable of independently managing business activities, supported by these learning, literacy, and life skills.

To achieve these objectives, the programme implements strategies focused on improving the quality of education and teaching, research, community service, publications, collaboration, and institutional development. The curriculum is developed based on an in-depth study of Office Administration education and applies an Outcome-Based Education (OBE) approach, aligned with the Indonesian Qualification Framework (KKNI) and National Standards for Higher Education (SN-Dikti), while incorporating the Independent Learning–Independent Campus (MBKM⁴) policy.

The curriculum is developed by the BOAE curriculum team in accordance with governmental and institutional regulations and based on input from internal stakeholders (faculty leadership, lecturers, and administrative staff) and external stakeholders (alumni, employers, and other relevant parties), while considering developments in science and technology. Draft curricula are reviewed by stakeholders to obtain feedback, which is used for continuous improvement to ensure alignment with programme objectives, labour market needs, and academic developments.

The overall learning outcomes are supported by the curriculum and a quality assurance system verified by the Education Quality Assurance Institute (LPPMP UNS). Based on these objectives, graduate profiles are defined, forming the basis for the Programme Learning Outcomes (PLOs).

Table 4 Graduate Profile Bachelor of Office Administration Education

Graduate Profile	Description of Graduate Profile
1. Office Administration Educator who is able to manage Office Administration learning.	Graduates with the profile of Office Administration Educator are prepared to design, manage, and evaluate learning processes in the field of Office Administration. They apply innovative and adaptive teaching methods in line with technological developments and educational needs. They integrate key learning competences, including critical thinking, creativity, collaboration, and communication, into teaching activities, and support the development of students' information, media, and technological literacy. In addition, they possess relevant life skills, including flexibility, leadership, initiative, productivity, and social skills, supporting their role as professional educators.

⁴ In 2020, the Ministry of Education, Culture, Research and Technology (Mendikbud) introduced the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government. Since May 2025, the programme has continued under the name *Diktisaintek Berdampak* with substantially unchanged objectives and implementation.

2. Office Administration Practitioner who is able to manage Office Administration work in the world of work and industry.	Graduates with the profile of Office Administration Practitioner are prepared to manage office administration processes in professional and industrial contexts. They carry out administrative tasks efficiently and contribute to organisational productivity and performance. They apply managerial and operational competences in areas such as document management, communication, archiving, and the use of information technology. They are equipped with learning competences (critical thinking, creativity, collaboration, communication), literacy skills (information, media, and technological literacy), and life skills (flexibility, leadership, initiative, productivity, social skills), enabling them to work effectively in teams, manage administrative processes, and communicate across organisational levels. Career opportunities include roles such as administrative staff, office managers, and administrative coordinators in public and private sectors.
3. Office Administration Entrepreneur who is able to manage the business independently.	Graduates with the profile of Office Administration Entrepreneur are prepared to establish, manage, and develop independent business activities in the field of office administration. They apply entrepreneurial competences supported by knowledge of effective administrative practices. They design and implement business strategies using key learning competences, including critical thinking, creativity, collaboration, and communication. They also apply information, media, and technological literacy to support business operations. In addition, they possess life skills such as flexibility, leadership, initiative, productivity, and social skills, enabling them to adapt to market developments, lead teams, and improve service quality and productivity.

Appraisal:

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

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

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

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

The international orientation of the study programmes is embedded within the institutional strategy of Universitas Sebelas Maret (UNS), which aims to strengthen its position as a world-class university. This is supported by institutional measures, including the transition to PTN BH status, enabling increased autonomy, as well as initiatives such as international classes, student mobility through the “UNS Global Challenge” scholarship, participation in international competitions and conferences, and language training. Study programmes contribute to this objective by incorporating international elements into their design and implementation.

Bachelor of Geography Education (BGE)

The programme integrates international orientation through its curriculum, partnerships, and academic activities, in line with its 2019–2024 strategic plan. The programme aims to enhance international quality standards in teaching, research, community service, and collaboration. Students shall be equipped with competencies in Spatial GIScience, sustainable development, and disaster resilience, enabling engagement with global challenges. The curriculum reflects international educational frameworks, including the UNESCO pillars: learning to know, learning to be, learning to do, and learning to live together, as implemented through subject-specific courses, professional training, practical components, and community service. International perspectives are included in courses such as World Regional Geography and Geospatial Literacy Analysis and supported by English for Academic Purposes (EAP) provision. The programme also promotes international research collaboration, public lectures with international speakers, and regular activities such as international conferences (e.g. ICoAGPG) and summer courses.

Bachelor of Office Administration Education (BOAE)

The programme incorporates international orientation in accordance with its 2019–2024 strategic plan. The curriculum is designed with reference to international standards and best practices and integrates the Independent Learning–Independent Campus (MBKM) framework, including a focus on critical thinking, creativity, and adaptability. International elements are included in course content, covering topics such as international business practices and global contexts relevant to office administration. The programme supports international collaboration in education, research, and community service, and offers selected courses in English, including English Correspondence and Business English. ICT-based learning is applied through the use of software, e-learning platforms, and communication tools aligned with international standards. Teaching methods include project-based learning and case studies to address practical and global challenges. Since 2020, the programme has developed an international curriculum and implemented bilingual instruction in selected courses, including English Correspondence, English for Business, Office Technology, Research Methodology, and Introduction to Economics and Business. Guest lecturers and international practitioners are involved in teaching activities to provide additional international exposure.

Appraisal:

The programmes’ design appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability.

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

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Bachelor of Geography Education (BGE)

The BGE programme positions itself within a context of rapid scientific and technological development and increasing globalisation by aiming to produce graduates aligned with the requirements of the Society 5.0 era. The curriculum incorporates innovations, including alignment with the MBKM framework and the introduction of new courses such as Digital Class Management (2 ECTS, semester 4), Geospatial Literacy Analysis (2 ECTS, semester 6), and Apprenticeship/KKM (2 ECTS, semester 7).

The programme was accredited by the National Accreditation Board for Higher Education (BAN-PT) for the period 2019–2024 and has received “Superior” accreditation for 2024–2029. The curriculum is based on core disciplinary areas, including Pedagogy, Physical Geography, Human Geography, Regional Environment and Disaster, and Engineering Geography, which underpin the defined graduate profile.

Curriculum development is aligned with labour market needs, stakeholder expectations, and developments in science and technology. The programme conducts tracer studies, graduate surveys, and stakeholder consultations, the results of which are incorporated into curriculum review processes.

At national level, BGE operates in a competitive environment with comparable programmes at institutions such as Universitas Pendidikan Indonesia (UPI), Universitas Negeri Semarang (UNNES), Universitas Negeri Yogyakarta (UNY), Universitas Negeri Jakarta (UNJ), Universitas Negeri Medan (UNIMED), Universitas Muhammadiyah Surakarta (UMS), and Universitas Lambung Mangkurat (ULM). The programme differentiates itself through a curriculum emphasising Spatial GIScience, sustainable development, and disaster resilience, as well as the integration of geographical and educational sciences.

Graduate profiles include geography educators and professionals such as teaching material developers, geospatial analysts, and disaster-related instructors. On the job market, demands for geography graduates increased in the field of education and geosphere phenomena. Stakeholder input is regularly incorporated into curriculum planning to maintain alignment with labour market requirements.

The programme is supported by dedicated facilities, including lecture halls, a geography reading room, and specialised laboratories (e.g. Geospatial Information, Physical Geography, Surveying and Mapping, Remote Sensing, and Regional and Disaster Studies). Student development is further supported through extracurricular activities and student organisations.

Bachelor of Office Administration Education (BOAE)

The BOAE programme is positioned as a provider of qualified professionals for the education sector in Indonesia and operates at both regional and national levels. It has held BAN-PT accreditation (grade A) since 2007 and received an “Excellent” rating from LAMDIK in 2022.

Graduates have access to employment opportunities in public sector, for example the Ministry of Religious Affairs, the Ministry of Education, Culture, Research and Technology, and the Ministry of Transportation.

The programme differentiates itself through a curriculum aligned with graduate profiles and labour market requirements, including the integration of the MBKM framework to support competency development. Teaching staff contribute through research and publications at national and international levels.

Student demand is reflected in a competitive admission ratio (approximately 1:21), and students participate in academic and non-academic competitions. Alumni are employed across various professional fields. The programme is also involved in professional networks, including its role in initiating the Association of Office Administration Scholars and Practitioners (ASPAPI).

BOAE applies principles of governance including credibility, transparency, accountability, responsibility, and fairness, and operates a quality assurance system to support programme delivery. The programme focuses on information technology-based knowledge in office administration, combined with national cultural values.

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

Bachelor of Geography Education (BGE)

Graduates of the BGE programme are primarily employed as secondary school teachers, while others work as spatial, disaster, and environmental analysts or pursue entrepreneurial activities. According to tracer study results (2020–2022), 40% of graduates work as geography educators, 12% as researchers, 38% as entrepreneurs, and 10% in other fields.

The curriculum is aligned with labour market needs and developments in science and technology, with the aim of enhancing graduate competitiveness. Students acquire competencies through both theoretical learning and practical experience. The programme integrates the MBKM framework, enabling participation in professional internships (e.g. teaching internships and geography fieldwork), as well as involvement in village development projects, research, and community service. These activities support the application of knowledge in real-world contexts and preparation for employment. The programme also collaborates with external partners to support graduate employability.

Bachelor of Office Administration Education (BOAE)

The BOAE curriculum is designed based on the development of knowledge in office administration education, aiming to prepare graduates with the capability to adapt to professional and societal contexts. It incorporates the transmission of attitudes, knowledge, and skills while maintaining national cultural values and responding to developments in science and technology.

The programme prepares graduates for roles as educators, practitioners, and entrepreneurs in office administration. Tracer study results (2020–2022) indicate that 42.19% of graduates are employed as educators, 37.5% as practitioners, 18.75% as entrepreneurs, and 1.56% in other fields. A tracer study conducted in 2022 shows a job relevance rate of over 80% and an average waiting period of less than three months after graduation. Graduate employment spans sectors such as education (public and private institutions), educational consulting, banking, service industries, and self-employment.

Employer feedback indicates a user satisfaction index of over 80% (very good), based on criteria including ethical behaviour, professional competence, teamwork, communication skills, English proficiency, use of information technology, and self-development. Graduates also access international employment opportunities, including positions in international schools and companies, with alumni working in sectors such as banking, media, public institutions, and tourism.

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

Bachelor of Geography Education (BGE)

Initiated in 1976, the BGE programme has ever since been contributing to the strategic objectives of the University and the Faculty of Teacher Training and Education (FKIP). It supports the development of science and technology through its focus on Spatial GIScience, which is applied to addressing spatial challenges and as an approach in teaching and learning. The programme also incorporates the concept of disaster-resilient communities, reflecting the environmental context of Indonesia and associated societal needs.

BGE aligns with institutional goals related to internationalisation, including the aim of achieving “World Class Faculty” status, obtaining international accreditation, and increasing participation of staff and students in international activities. It contributes to faculty priorities in human resource development, with 10 academic staff holding doctoral degrees and two pursuing doctoral studies. The curriculum has been revised in line with the Outcome-Based Education (OBE) approach and current and future labour market requirements. The programme continues to support the implementation of institutional strategic plans.

Bachelor of Office Administration Education (BOAE)

The BOAE programme was launched in 1976 and is among the earliest Office Administration Education programmes in Indonesia. Its current curriculum is based on the Outcome-Based Education (OBE) approach and aligned with the Merdeka Belajar Kampus Merdeka (MBKM) policy. Curriculum development involves stakeholders, practitioners, and alumni, supporting its relevance at regional, national, and international levels.

The curriculum is structured around knowledge, general skills, and specific skills, ensuring that graduates develop learning competences (critical thinking, creativity, collaboration, communication), literacy skills (information, media, and technological literacy), and life skills (flexibility, leadership, initiative, productivity, social skills).

Through the implementation of its OBE-based curriculum, the programme contributes to the strategic objectives of UNS and FKIP, particularly the goal of becoming a world-class university. This includes supporting and facilitating the participation of students and academic staff in international activities.

Appraisal:

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

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

The study 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

2.1 Admission requirements (Asterisk Criterion)

All study programmes

The quality of the study programmes' student intake is maintained through a selection system carried out by UNS that is considered to be in a credible, fair, transparent, flexible, efficient, accountable, and non-discriminatory manner by taking into account the potential of prospective students.

The selection system is divided into pathways:

- (1) the National Selection System which consists of National Entrance Test for State Universities (SNMPTN),
- (2) Joint Entrance Test for State Universities (SBMPTN), and UNS Campus Admission Selection (SM) and (2) International Selection System. The follow-up to the operation of the policies is the student admission process based on Rector's Regulation No. 18/H27/PP/2011, dated on January 10th, 2011, on the Entry Path and Capacity for New UNS Students. The test material in the selection system, both TPS and TKA, is able to provide an initial assessment of the ability of prospective students to undergo higher education process in general, and especially in the field of language and literature globally in the study programmes.
- (3) A selection system coordinated directly by each university outside the selection system coordinated by the Government, called 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).
- (4) 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 International Selection System is intended for prospective foreign students. The prerequisites of the International Selection System Admission include the following: prospective participants are foreign citizens; prospective participants have a strong interest in seeking a full-time degree at UNS; prospective participants are willing to conduct interviews via video calls; and prospective participants' maximum age is 22.

2.2 Counselling for prospective students

Prospective students can access information on the Faculty of Teacher Training and Education at Universitas Sebelas Maret, including study levels, capacity, number of applicants, and portfolio data, via the website <https://snpmmb.bppp.kemdikbud.go.id/>. Additional information on programme accreditation, vision and mission, facilities, learning models, student achievements, alumni, and national and international collaborations is available at <https://spmb.uns.ac.id/portofolio-riwayat/jenjang?jenjang=s1>.

Support during the admission process is provided through helpdesk services. For national admission procedures, assistance is available at <https://halo-snpmb.bppp.kemdikbud.go.id>, while enquiries related to the university's independent selection process can be addressed via

<https://spmb.uns.ac.id>. These services support applicants throughout the process until the announcement of results.

The university provides multiple communication channels for prospective students, including telephone ((0271) 634880; (0271) 646994), facsimile ((0271) 634880), email (spmb@uns.ac.id), social media (Facebook: spmb.uns; Instagram: spmbuns), WhatsApp (+62 811-2643-542), and in-person consultations at the SPMB office, Jl. Ir. Sutami No. 36A, 1st Floor, Kentingan Campus, Surakarta 571266.

2.3 Selection procedure (if relevant)

UNS admission procedure intends to ensure that students who meet the requirements are accepted. It is categorized into (1) National Selection System: SNMPTN, SBMPTN, and SM; and (2) International Selection System.

The admission procedures for National and International Selection Systems are presented as follows:

- (1) The SNMPTN admission procedure includes Online registration LTMPT account registration Decision of eligible students by school Data input at the School and Student Database (PDSS) page SNMPTN enrolment; Registration of Hafidzul Quran by uploading the Hafidzul Quran Certificate if available; and Results Announcement SNMPTN procedure is accessible on the official website.
- (2) The SBMPTN procedure includes an online registration setting up a LTMPT account via the official webpage.
- (3) The international admission selection procedure includes the preparation of the required documents; online form completion online submission of the documents; issuance of registration card administrative selection; interview test for those who pass the administrative selection; selection results announcement via email, along with the LoA; submission of Confirmation of studying at UNS completion of online registration at UNS academic website; and attendance on site upon notice from UNS International Office.

2.4 Professional experience

Not relevant.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Mastery of foreign language is not a mandatory requirement in the national selection system (SNMPTN, SBMPTN, and SM). Similarly, in the international admission selection system, mastery of a foreign language, especially English, is not mandatory, as stated in Rector's Decision No. 499/UN27/PP/2011 on the Obligation of Passing the EAP course for Students of bachelor's degree, master's degree, and Doctorate's Degree Programmes.

To ensure the international students' mastery of Indonesian language, these students are required to take BIPA courses until they are declared graduated as proven by the Indonesian Language Proficiency Test (UKBI) certificate with a minimum score of 482.

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

Referring to Rector's Regulation No. 579/UN27/HK/2011 dated on December 30, 2011, on the Principal Policies of Management and Administration of Higher Education at UNS, transparency in student admissions is a must.

This is implemented through the following stages:

- (1) promotion of new student admissions through various media, including brochures, leaflets, promotional videos, website content, and social media platforms (e.g. Facebook: spmb.uns; Instagram: spmbuns);
- (2) provision of national admission pathways (SNBP, SNBT, and SM) and an international selection system, with information available on the SPMB UNS website;
- (3) implementation of the admission process in accordance with the established timeline; and
- (4) publication of admission results via the SPMB UNS website, accessible through applicants' registration accounts.

Appraisal:

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

Applicants can directly turn via multiple communication channels to the student counselling service for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UNS is provided by defined office hours, by telephone and via e-mail. The panel members suggest that, to attract more prospective students, the higher education institution could adopt a more proactive approach rather than a reactive one, for example by engaging directly with pupils in schools and introducing the distinctiveness of the programs

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		

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

For both programmes

The curricula are aligned with relevant national regulations, including Government Regulation No. 17 of 2010 concerning the Management and Implementation of Education, Presidential Regulation No. 8 of 2012 concerning the Indonesian Qualification Framework (KKNI), Ministerial Regulation No. 73 of 2013 concerning the implementation of KKNI in higher education, Ministerial Regulation No. 3 of 2020 concerning National Higher Education Standards, and UNS Rector Regulation No. 31 of 2020 concerning the implementation and management of bachelor's degree programmes.

Bachelor of Geography Education (BGE)

The BGE curriculum is based on the Outcome-Based Education (OBE) approach and incorporates the MBKM framework. It was developed in 2021 in alignment with the Indonesian Qualification Framework (KKNI) and National Higher Education Standards (SN Dikti), with reference to relevant regulations, including Presidential Regulation No. 8/2012, Ministerial Regulation No. 3/2020, and Rector Regulation No. 31/2020.

The curriculum defines graduate competencies structured into core, supporting, and additional competencies linked to the programme's vision and objectives. Its development follows a structured process, including needs analysis, formulation of graduate profiles, definition of study materials, formulation of learning outcomes (CPL), determination of courses and credit allocation, and organisation of courses within a curriculum matrix.

To ensure consistency between the study content, intended learning outcomes, and the defined graduate profile, the curriculum includes course descriptions, programme learning outcomes (CPL), and instructional materials. In addition, students are provided with opportunities to take courses outside the programme through the MBKM scheme. The learning outcomes encompass the attitudes, knowledge, and skills required for graduates to achieve the intended graduate profile.

Teaching is designed to combine theoretical and practical elements. Courses such as Surveying (Handasah), Hydrology, Remote Sensing and Image Interpretation, Basic Geographic Information Systems, and Basic Geology provide applied competencies, including land measurement, hydrological data collection, image interpretation and processing, spatial data analysis using GIS software, and geological field observation.

Table 5 Curriculum Bachelor of Geography Education

No	Courses		Credits	Semester
	Code	Name		
COMPULSARY		TOTAL	136	
1	02063122005	Education	2	1
2	02063122004	Student Development	2	1
3	02063122009	Education Profession	2	1
4	02063122019	Geography of the Landscape	4	1
5	02063122031	Geospatial Information Technology	2	1
6	02063122033	Cartography	3	
7	02063122026	Human Geography and Social Dynamics	3	1
8	02063122037	Introduction to Geography	2	1
9	02063110005	EAP	0	1
10	02063222008	Digital Classroom Management	2	2
11	02063222007	Inclusive Education	2	2
12	02063223020	Hydroclimatology	3	2
13	02063223032	Handasah	3	2
14	02063224027	Demographics and Geography of the Population	4	2
15	02063212001	Religious Education	2	2
16	02063212003	Nationality	2	2
17	02063212004	English	2	2
18	02063123010	Curriculum and Teaching Materials	3	3
19	02063112006	Counseling Guidance	2	3
20	02063123021	Soil Geography	3	3
21	02063123022	Coastal Geography and Management of Small Islands	3	3
22	02063123034	Remote Sensing & Image Interpretation	3	3
23	02063124028	Geography of Villages, Cities and Digital Spaces	4	3
24	02063122038	Regional Science	2	3
25	02063122039	Fieldwork Lecture	2	3
26	02063112003	Entrepreneurship	2	3

27	02063223011	Technology and Learning Media	3	4
28	02063222012	Geography Learning Strategies	2	4
29	02063222023	Geology Geomorphology Indonesia	2	4
30	02063222025	Environmental Geomorphology	2	4
31	02063223035	Basic Geographic Information System	3	4
32	02063222040	Field Work Lecture 2	2	4
33	02063223042	Disaster Geography	3	4
34	02063212002	Pancasila	2	4
35	02063222015	Statistics	2	4
36	02063223017	Geography Research Methodology	3	4
37	02063122013	Geography Learning Evaluation	2	5
38	02063122014	Geography Learning Planning	2	5
39	02063122024	Land Resources Evaluation	2	5
40	02063122036	Thematic Cartography	2	5
41	02063122029	Settlement Geography	2	5
42	02063124030	Economic and Development Geography	4	5
43	02063123041	Regional Planning	3	5
44	02063232001	Microteaching	2	6
45	02063223004	Watershed Management and Environmental Conservation	3	6
46	02063223019	Indonesia's Regional Geography & Globalization	3	6
47	02063323001	Real Work Lectures	3	6
48	02063223016	Geography Research and Learning Methodology	3	6
49	02063222018	Seminar	2	6
50	02063134003	Introduction to the School Field	4	7
51	02063132003	Disaster Education	2	7
52	02063123002	Student Internship College	3	7
53	02063256001	Final Project	6	8

No	Courses		Credits	Semester
	Code	Name		
ELECTIVES		TOTAL	30	
54	02063132006	Educational Psychology (P)	2	5
55	02063132014	Carrying Capacity and Environmental Carrying Capacity/DDDTLH (P)	2	5
56	02063132017	Disaster Risk Reduction (P)	2	5
57	02063132018	Environmental Conservation Education (p)	2	5
58	02063232005	Geography Learning Multimedia (P)	2	5
59	02063232013	Strategic Environmental Assessment/ KLHS (P)	2	5
60	02063232015	Regional Analysis Techniques (P)	2	5
61	02063232019	Entrepreneur Geography (P)	2	6
62	02063132008	Geography of Ecosystems and Biodiversity (P)	2	6
63	02063132007	Applied Geomorphology (P)	2	6
65	02063132011	Digital Image Processing (P)	2	6
66	02063132012	Geospatial Analysis of Environment and Disasters (P)	2	7
67	02063132009	Tourism Geography (P)	2	7
68	02063132010	Cultural Geography and Local Wisdom (P)	2	7
69	02063132016	Disaster Management (P)	2	7

The graduation requirement consists of 136 SKS of compulsory modules and a minimum of 12 SKS of elective modules. Therefore, the minimum requirement for a student to graduate from the BGE programme is 148 SKS (222 ECTS).

Bachelor of Office Administration Education (BOAE)

The BOAE curriculum is aligned with national and institutional regulations, follows an Outcome-Based Education (OBE) approach, and incorporates MBKM. It was approved by Rector Decree No. 2205/UN27/HK/2020 and is designed to reflect developments in science and technology, 21st-century education, Industry 4.0, and Society 5.0.

The curriculum document includes programme identity, evaluation of the previous curriculum, the basis for curriculum development, vision and objectives, graduate profiles, learning outcomes (CPL), fields of study, course lists, and learning tools. Curriculum evaluation is conducted periodically, and development involves internal and external stakeholders.

Courses are based on defined study materials that support learning outcomes and graduate profiles. The curriculum ensures coherence between objectives, learning outcomes, and course content, while allowing students to participate in MBKM activities outside the programme. Practical competencies are developed through courses such as Indonesian Correspondence, Archives Management, and Office Technology, which provide skills in

administrative communication, records management, and the use of office technologies relevant to professional contexts.

Table 6: Curriculum Bachelor of Office Administration Education

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester (1.5 erts = 1 sks)								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M1	Module 1 = Semester 1	30								266,67	320
M 1.1	Religious Education	3								26,67	32
M 1.2	Indonesian Language	3								26,67	32
M 1.3	Learner Development	3								26,67	32
M 1.4	Introduction to Economics and Business	4,5								40,00	48
M 1.5	Introduction to Administration and Management	4,5								40,00	48
M 1.6	Foundations of Education	3								40,00	48
M 1.7	Document Processing Applications	4,5								26,67	32
M 1.8	Indonesian Business Correspondence	4,5								40,00	48
M2	Module 2 = Semester 2		30							266,67	320
M 2.1	Pancasila (State Ideology)		3							26,67	32
M 2.2	Guidance and Counseling		3							26,67	32
M 2.3	Instructional Technology		3							26,67	32
M 2.4	Instructional Strategies		3							26,67	32
M 2.5	Organizational Science		3							26,67	32
M 2.6	Office Management		4,5							40,00	48
M 2.7	English Business Correspondence		4,5							40,00	48
M 2.8	Inclusive Education		3							26,67	32
M 2.9	Management Information Systems		3							26,67	32
M3	Module 3 = Semester 3			36						320,00	384
M 3.1	Civic Education			3						26,67	32
M 3.2	Instructional Planning for Office Administration			3						26,67	32
M 3.3	Human Resource Management			4,5						40,00	48
M 3.4	Office Communication			3						26,67	32
M 3.5	Descriptive Statistics			3						26,67	32
M 3.6	Database Management Applications			4,5						40,00	48
M 3.7	Office Technology			4,5						40,00	48
M 3.8	Office Ergonomics			4,5						40,00	48
M 3.9	Business Law and Ethics			3						26,67	32
M 3.10	Learning Evaluation in Office Administration			3						26,67	32
M4	Module 4 = Semester 4				36					320,00	384,00
M 4.1	Secretarial Procedures				3					26,67	32
M 4.2	Digital Classroom Management				3					26,67	32
M 4.3	Public Relations				4,5					40,00	48
M 4.4	Leadership				4,5					40,00	48
M 4.5	Logistics and Supply Management				4,5					40,00	48
M 4.6	Taxation				4,5					40,00	48
M 4.7	Records Management				4,5					40,00	48
M 4.8	Computer Graphics				4,5					40,00	48
M 4.9	Inferential Statistics				3					26,67	32

M5	Module 5 = Semester 5					33				293,33	352
M 5.1	Microteaching					3				26,67	32
M 5.2	Secretarial Administration					4,5				40,00	48
M 5.3	English for Business					3				26,67	32
M 5.4	Research Methodology					4,5				40,00	48
M 5.5	Web Programming					4,5				40,00	48
M 5.6	Financial Administration					4,5				40,00	48
M 5.7	Office Administration Systems Analysis					3				26,67	32
M 5.8	Strategic Management*					3				26,67	32
M 5.9	Sustainable Office Resource Managemen*					3				26,67	32
M6	Module 6 = Semester 6						33			293,33	352
M 6.1	Event Management					3				26,67	32
M 6.2	Entrepreneurship					3				26,67	32
M 6.3	E-Commerce					3				26,67	32
M 6.4	Office Creative Products					4,5				40,00	48
M 6.5	Internship / Work Placement					4,5				40,00	48
M 6.6	Office Business Simulation					3				26,67	32
M 6.7	Research Proposal Seminar					3				26,67	32
M 6.8	Community Service Program (KKN)					3				26,67	32
M 6.9	Service Excellence*					3				26,67	32
M 6.10	Sustainable Digital Business Strategies*					3				26,67	32
M8	Module 8 = Semester 8								9	160,00	96
M 8.1	Capstone Project								9	160	96
C	Colloquium										
BA	Bachelor's Thesis								6		
total		30	30	36	36	33	33,0	18	9	2.040	2.352
L:	Lecture										
S:	Seminar										
T:	Tutorial										
...	...										
* = Elective course											

The minimum requirement for a student to graduate from the BOAE programme is 150 SKS (225 ECTS). The students can decide if they do the capstone project or a bachelor's thesis.

For all study programmes

Credits represent the academic workload undertaken by students within a semester. In its implementation, English Academic Proficiency (EAP) is an academic competency test that is not an assigned semester credit units (0 credits) because it functions as a proficiency test rather than a course, and its administration is not under the responsibility of the study program. Instead, it is administered by UPT P2B UNS ((Technical Implementation Unit for Language Services and Development)) as an academic support unit within Universitas Sebelas Maret. Therefore, EAP is not classified as a course; nevertheless, it remains a compulsory academic competency requirement that students must fulfill with a minimum passing score of 60.

Students who meet the required passing standard on the EAP test are not required to participate in the EAP training programme. In contrast, students who fail to achieve the minimum passing score are required to attend the EAP training programme organised by UPT P2B UNS as a means of strengthening academic English proficiency. Upon completion of the training, students are required to take a post-test to evaluate their competency achievement. If students still fail to attain the minimum passing score on the post-test, they are required to

participate in additional training sessions until the prescribed passing standard is achieved, even if this requires attending the training programme more than once. In addition to the post-test mechanism, students are also provided with the opportunity to take an individual retest administered by UPT P2B UNS.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Bachelor of Geography Education (BGE)

The Bachelor of Geography Education (BGE) programme was established based on Presidential Decree No. 5 of 1976 issued on 11 March 1976. The programme name is based on national regulations concerning the naming of higher education study programmes, including Ministerial Regulation No. 32 of 2021, Ministerial Decree No. 57 of 2019, and Decree No. 163/E/KPT/2022 of the Directorate General of Higher Education, Research and Technology.

The programme name reflects the disciplinary field of Geography within teacher education. The curriculum, graduate profiles, and Outcome-Based Education (OBE) approach are based on the 2018 curriculum framework and aligned with the Indonesian Qualification Framework (KKNI), National Higher Education Standards (SN Dikti), professional associations, and teacher education standards. Graduates are expected to master theoretical concepts and practical competences in geography and geography teaching for secondary education.

Graduates are awarded the degree Sarjana Pendidikan (S.Pd. / Bachelor of Education), in accordance with Ministerial Regulation No. 59 of 2018 concerning degrees and diploma regulations. The designation reflects the educational orientation of the programme.

Bachelor of Office Administration Education (BOAE)

The naming of the Bachelor of Office Administration Education (BOAE) programme follows Indonesian higher education regulations, including Law No. 12 of 2012 on Higher Education, Government Regulation No. 4 of 2014, Ministerial Decree No. 57 of 2019, and Decree No. 163/E/KPT/2022 of the Directorate General of Higher Education, Research and Technology.

The programme title "Office Administration Education" corresponds to the designation listed in the national higher education database (DIKTI), accreditation documents, and relevant association agreements. According to these regulations, graduates are awarded the degree Sarjana Pendidikan (S.Pd. / Bachelor of Education) in Office Administration.

The curriculum and learning outcomes are aligned with the Indonesian Qualification Framework (KKNI), National Higher Education Standards (SNPT/MBKM), professional associations, and teacher education standards. Graduates are expected to master theoretical concepts and teaching competences in office administration and to apply these in vocational secondary education contexts.

3.1.3 Integration of theory and practice (Asterisk Criterion)

The development of the BGE and BOAE curricula is based on philosophical, sociological, psychological, historical, and legal foundations. The curricula are designed to support the

development of qualified graduates through the alignment of objectives, content, teaching methods, and the roles of academic staff. Curriculum development also considers social and cultural contexts and aims to foster critical thinking and higher-order thinking skills (HOTS). Students are encouraged to develop independence, responsibility, collaboration, confidence, and self-development competences. In addition, curriculum development takes into account the historical development of scientific disciplines and current advances in science and technology.

Bachelor of Geography Education (BGE)

The BGE curriculum combines theoretical and practical learning throughout the programme in order to support the development of hard and soft skills linked to the graduate profile. Theory and practice are integrated both within individual courses and across related courses.

For example, in the Basic Geographic Information Systems course, students are trained to use GIS software such as QGIS and ArcGIS. This course is supported by Remote Sensing and Image Interpretation, in which students use ENVI and ER Mapper applications for image processing and interpretation.

In pedagogical courses, such as Geography Learning Strategy, Geography Learning Planning, Learning Evaluation, Instructional Media for Geography Technology, and Digital Class Management, students develop learning modules and prepare for teaching practice. These courses are linked to practical teaching activities, including microteaching and Introduction to the School Environment (PLP).

In Physical Geography courses, such as Hydrology, students first study methods for measuring river discharge, including the float method, area velocity method, sharp square threshold method, weir method, and momentary injection method. Students then apply these methods through field measurements at practicum locations, including groundwater measurements in wells.

In Geographic Information Science courses, students learn to interpret Landsat and IKONOS imagery, process image bands using ER Mapper software, conduct georeferencing using SAS Planet software, perform map digitisation and attribute processing, and prepare layouts. Applied Remote Sensing builds on the knowledge acquired in Remote Sensing and Image Interpretation, demonstrating continuity between courses and the integration of theory and practice across the curriculum.

In Environmental and Regional Planning courses, students apply theories of spatial analysis and planning using methods such as scalogram analysis and sector base analysis (LQ). The programme therefore combines theoretical learning with laboratory work, field practice, and internships in order to support the achievement of the intended learning outcomes.

Bachelor of Office Administration Education (BOAE)

The BOAE curriculum integrates theory and practice through interconnected and sequential courses. Theoretical courses provide the basis for practical and prerequisite courses taken in subsequent semesters, ensuring coherence and continuity throughout the curriculum. This integration is intended to support the development of both hard and soft skills in line with the graduate profile.

In information technology-related courses, such as Database Processing Applications, Web Programming, Management Information Systems, and Office Information Systems Applications, students apply theoretical knowledge in practical tasks, including the development of financial administration applications that support MBKM and PLP activities. In Document Processing Applications, students develop practical skills in Microsoft Office programmes, including Microsoft Word and Excel, for office administration, correspondence, document preparation, and financial reporting.

In office management-related courses, such as Secretarial Studies, Financial Administration, Office Ergonomics, Business Law, and Taxation, students participate in office business simulation activities that combine office management theories with practical application.

In management-related courses, including Introduction to Administration and Management, Introduction to Economics and Business, Records Management, and Office Management, theoretical and practical components are linked to entrepreneurship and professional internships. The Supply Management course focuses on office logistics, storage, and distribution systems. Students are required to complete Introduction to Administration and Management before taking this course. The course also involves practitioners and external partners in the field of logistics and supply management to strengthen the integration of theory and practice.

In communication-related courses, such as English for Business, Office Communication, Correspondence in Indonesian, and Correspondence in English, students acquire theoretical knowledge that is subsequently applied in courses such as Public Relations and Excellent Service within professional office administration contexts.

3.1.4 Interdisciplinary thinking

Course development is based on the Higher Education Curriculum Development Guidelines issued by the Ministry of Education, Culture, Research, and Technology and by Universitas Sebelas Maret (UNS). Curriculum development refers to Graduate Learning Outcomes (CPL) and the Indonesian National Qualifications Framework (KKNI). Each study programme develops its own scientific profile, with the composition of knowledge areas and study materials determined through the identification of relevant disciplinary components.

Bachelor of Geography Education (BGE)

The BGE programme applies interdisciplinary and multidisciplinary approaches in geography and education, particularly in relation to spatial, environmental, and regional issues. Geography education integrates spatial concepts to analyse various phenomena and interdisciplinary challenges.

Examples of interdisciplinary courses include:

- *Introduction to School Field Experience (PLP)*, integrating Educational Science and Geographical Science;

- *Settlement Geography*, integrating Physical Geography, Urban and Regional Planning, Anthropology, Sociology, Economics, Architecture, and Environmental Science;
- *Land Evaluation and Conservation*, integrating Soil Science, Environmental Science, Geology, Regional Planning, and Agriculture;
- *Applied Remote Sensing*, integrating Remote Sensing, Physical Geography, Human Geography, Regional Studies, Environmental Studies, and Disaster Management;
- *Disaster Management*, integrating Geographical Science, Architecture, Civil Engineering, Psychology, and related fields.

Bachelor of Office Administration Education (BOAE)

The BOAE curriculum incorporates interdisciplinary approaches throughout the learning process, particularly in relation to planning, implementation, and evaluation in Office Administration Education. The curriculum is intended to support students in applying interdisciplinary perspectives within office administration learning and practice.

Examples of interdisciplinary courses include:

- *Educational Science*, integrating Psychology, Sociology, Philosophy, Anthropology, Economics, and History;
- *Office Technology*, integrating Ergonomics, Information Technology, Communication, and Industrial and Organisational Psychology;
- *Office Management*, integrating Information Technology, Computer Science, Economics, Industrial and Organisational Psychology, Accounting, and Ergonomics;
- *Office Communication*, integrating Communication Science, Communication Technology, Information Technology, Management, Industrial and Organisational Psychology, Sociology, and Linguistics;
- *Research Methodology*, integrating Statistics, Philosophy of Science, Sociology, Psychology, and Computer Science;
- *Creative Products in Office Administration*, integrating Management, Economics, Design, Information Technology, Communication, Marketing, Law, Consumer Psychology, Sociology, Finance, and Ethics.

3.1.5 Ethical aspects

Ethical principles form part of the academic framework at Universitas Sebelas Maret (UNS). The university vision refers to the development of science, technology, and art based on the noble values of national culture, and academic activities are expected to reflect these values through the institutional work culture and regulations.

The code of ethics for lecturers is regulated by Academic Senate Regulation No. 15 of 2021 concerning the Code of Ethics for Lecturers. The regulation covers ethics in governance; ethics towards the university, colleagues, students, educational staff, family, society, and the profession; ethics related to information technology; and ethics in relation to the Tri Dharma of Higher Education.

Ethical conduct for students is regulated through Rector Regulation No. 828/H27/KM/2007 concerning Student Life Regulations at UNS. The regulation defines obligations and

prohibitions for students. Students are expected to demonstrate discipline, honesty, respect for others, appreciation of science and technology, and compliance with university regulations, including dress regulations. Prohibited actions include academic misconduct such as plagiarism, cheating, forgery, and falsification; activities related to political or inter-group conflicts within the university; smoking in prohibited areas; possession or consumption of alcohol or narcotics on campus; gambling; and immoral acts, harassment, or sexual offences. Research and community service ethics are regulated through Rector Regulation No. 182/UN27/PP/2014. Lecturers and students are expected to conduct research honestly, objectively, transparently, and with respect for research subjects and intellectual property rights. Plagiarism in proposal and research writing is prohibited.

Ethical aspects are integrated into the curricula and campus life of both BGE and BOAE. Within the curricula, ethics-related components are incorporated into courses such as Educational Science, Learning Planning, Learning Strategies, and Microteaching. At institutional level, ethical principles are reflected in organisational culture, including regulations, leadership procedures, codes of conduct for staff and students, reward and sanction systems, and service procedures for administration, libraries, and laboratories.

The implementation of ethical standards is associated with values such as honesty, openness, responsibility, and respect within the academic community. The University also applies dress regulations for students during academic activities. Male students are generally required to wear collared shirts, long trousers, shoes, and socks, while female students are required to dress neatly and modestly. Specific dress requirements apply on certain weekdays, including the wearing of white shirts and dark trousers or skirts on Mondays and Tuesdays, and batik or lurik attire on Fridays.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Universitas Sebelas Maret (UNS) requires study programmes to apply case-based and team-based learning methods integrated with other teaching approaches in order to develop students' logical, critical, systematic, and strategic thinking skills. Through case-based learning, students analyse and propose solutions to real or simulated cases related to course content. Team-based learning encourages students to identify and analyse problems occurring in society. Additional teaching methods include group discussions, debates, role play, cooperative learning, and collaborative learning.

Logical thinking and scientific practice are incorporated into the Intended Learning Outcomes (ILOs), study materials, and course design of both the Bachelor of Geography Education (BGE) and Bachelor of Office Administration Education (BOAE) programmes.

In BGE, graduates are prepared for careers in educational institutions, research organisations, and geography-related professional fields. The programme applies case-based and team-based methods to develop analytical and practical competences. This is reflected, for example, in ILOs related to analysing environmental and disaster management issues for sustainable development, as well as logical, critical, systematic, and innovative thinking, communication, and collaboration skills. Assessment methods include performance-based, participation-based, and observation-based approaches.

In BOAE, teaching strategies are designed to support the development of learning, literacy, and life skills relevant to office administration and professional practice. The programme applies project-based learning, case-study methods, collaborative and cooperative learning, problem-based learning, seminars, practicums, fieldwork, internships, simulations, and research activities to support the achievement of the intended learning outcomes.

The development of soft skills in both programmes is further supported through student organisations at programme, faculty, and university level, including Badan Eksekutif Mahasiswa, Dewan Mahasiswa, KOPMA UNS, and KSR PMI UNS. In BGE, scientific competences are additionally developed through seminars, workshops, and academic paper competitions. In BOAE, students are encouraged to participate in activities such as Program Kreativitas Mahasiswa (PKM) and HIMADISTRA.

Students in both programmes may also participate in MBKM activities, including teaching assistance, internships, independent study, student exchanges, and community development programmes, providing practical experience and opportunities to expand professional networks.

3.1.7. Examination and final thesis (Asterisk Criterion)

Assessment procedures at Universitas Sebelas Maret (UNS) are regulated by Rector Regulation No. 31 of 2020 concerning the Implementation and Management of bachelor's degree Programmes. Learning assessment aims to measure the achievement of Course Learning Outcomes (CLOs) and student competences in attitudes, knowledge, general skills, and specific skills as defined in the curriculum. Assessment includes both process assessment and outcome assessment and is conducted according to syllabi and lesson plans prepared by the responsible lecturers.

The final project (skripsi/thesis) is prepared under the supervision of an academic advisor and concluded through a thesis defence examination. Students may enrol in the skripsi course after completing at least 100 credits (SKS), including courses in research methodology and proposal seminars. The process includes topic submission, appointment of a supervisor, proposal preparation and seminar, data collection, supervision, thesis writing, defence examination, revisions, and final approval by the examination panel. The process is monitored by the thesis team, supervisors, the quality control unit, and the head of the study programme.

The thesis defence examination is conducted by an examination panel consisting of a chairperson, a secretary, and examiners. The outcome of the examination may be “pass without revisions” or “pass with revisions”.

Bachelor of Geography Education (BGE)

Learning evaluation in BGE follows university assessment guidelines. Student performance is assessed through assignments, quizzes, midterm examinations, and final examinations. Midterm examinations are conducted in the eighth meeting of the semester, while final examinations take place in the sixteenth meeting, in accordance with the academic calendar. Assessment formats include written examinations, oral examinations, projects, and portfolios. Written examinations are conducted under supervised conditions.

For admission requirements and supervisor assignment for the thesis (skripsi), see above. Thesis preparation and supervision are regulated through the BGE skripsi standard operating procedures and faculty guidelines. The thesis title is agreed upon between the student and supervisor during the supervision process.

Bachelor of Office Administration Education (BOAE)

Learning evaluation and assessment in BOAE are aligned with national higher education standards (SN-DIKTI) and curriculum development guidelines issued by Dikti and LPPMP UNS. Assessments are conducted at least during midterm and final examinations and are specified in the lesson plan (RPS), which includes assessment rubrics, assignments, and examination guidelines. Assessment tasks are designed to evaluate both theoretical understanding and scientific thinking.

For admission requirements and supervisor assignments for the thesis (skripsi), see above. Thesis topics are organised into five thematic areas: education and learning; office administration; office technology and communication; human resource management and leadership; and business and entrepreneurship. Research methods and thesis preparation follow the standards outlined in the thesis guidebook.

Appraisal:

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

The degrees and programme names correspond to the contents of the curriculum and the programme objectives.

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

There is evidence that the programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences which support and enable them to do scientific work on the required level.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and achieve the study programme's qualification objectives.

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

According to Rector Regulation No. 31 of 2020, bachelor's degree programmes require a minimum study load of 144 credits (SKS), including at least 84 credits from study programme courses, while the remaining credits may be completed through MBKM activities. The standard duration of study is 4 years (8 semesters), with a maximum period of 7 years (14 semesters).

Bachelor of Geography Education (BGE)

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	148 (SKS) = 222 ECTS
Workload per credit	45 hours per semester (50 minutes for face-to-face class interaction, 60 minutes for structured assignment, 60 minutes for autonomous assignment) At least 16 sessions per semester
Number of modules/courses	68
Time required for processing the final thesis/project and awarded credits	1 semester
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	6,660 hours

The BGE curriculum is structured over 8 semesters with a total of 148 SKS, consisting of 136 compulsory credits and a minimum of 12 elective credits selected from 30 SKS offered.

During semesters 1 and 2, students take introductory compulsory courses in geography and educational sciences to establish foundational knowledge. In semesters 3 to 5, students continue with compulsory courses, while elective courses are available in semesters 5 and 6. In semester 6, students may participate in MBKM activities outside the programme according to their interests. Semesters 7 and 8 are dedicated to thesis-related courses.

Each course is supported by a course syllabus (RPS) containing information on the lecturer, course title, course code, credit load, learning outcomes, learning media, teaching schedule, course content, references, language of instruction, and assessment methods. The RPS provides a detailed description of the intended learning process and outcomes.

Bachelor of Office Administration Education (BOAE)

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	150 (SKS) = 225 ECTS
Workload per credit	45 hours per semester (50 minutes for face-to-face class interaction, 60 minutes for structured assignment, 60 minutes for autonomous assignment) At least 16 sessions per semester
Number of modules/courses	68
Time required for processing the final thesis/project and awarded credits	1 semester
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	6,660 hours

The BOAE curriculum is developed in accordance with curriculum guidelines issued by LPPMP UNS and aligned with the Indonesian National Qualifications Framework (KKNI), National Higher Education Standards (SN-DIKTI), and related regulations. The curriculum structure includes programme identity, graduate profiles, Intended Learning Outcomes (ILOs), study materials, course organisation, credit allocation per semester, and course syllabi (RPS).

The programme consists of 69 courses, including seven university courses, six faculty courses, 39 departmental courses, and 15 elective courses. Each course is supported by an RPS containing course identification, graduate learning outcomes (CPL), course learning outcomes (CPMK), study materials, learning experiences, teaching methods, assignments, assessment plans, assessment instruments, and rubrics. All syllabi are validated by the course group coordinator and the Head of BOAE.

The curriculum is updated periodically in response to institutional and governmental regulations. The currently implemented curriculum incorporates the MBKM framework. During semesters 1 to 4, students primarily undertake classroom-based theoretical learning (93 credits). In semester 5, students participate in MBKM Entrepreneurship Outbound activities, and in semester 6 in MBKM Office Internship Outbound activities. In semester 7, students undertake the School Field Introduction (PLP) course and complete their final thesis assignment.

3.2.2 Study and exam regulations (Asterisk Criterion)

All study programmes

UNS's Rector's Regulation No. 31 of 2020 on the Administration and Management of bachelor's degree Programmes and the 2023-2024 FIB Academic Handbook refers to the administration of learning and examinations.

Students can access comprehensive details about the programme's structure, requirements, and examination regulations through the UNS Academic Guidelines, the 2020/2021 Faculty of Teacher Training and Education (FKIP) Student Handbook, and the university's Academic Information System (SIKAD).

The grade range is as follows:

Score Range (scale of 100)	Grade Range (scale of 4)	
	Number	Letter
$S \geq 85$	4.00	A
80 – 84	3.70	A-
75 – 79	3.30	B+
70 – 74	3.00	B
65 – 69	2.70	C+
60 – 64	2.00	C
55 – 59	1.00	D
< 55	0.00	E

The learning process in one semester for each course is 16 meetings, which include midterm and final examinations. The programmes facilitate students who want to carry out the learning process outside of higher education through Merdeka Belajar-Kampus Merdeka (MBKM) activities starting from semester 5. They also provide several courses of 20 credits to take by students outside the study programmes and the university through the MBKM Student Exchange Programme.

3.2.3 Feasibility of study workload (Asterisk Criterion)

For the programmes, the credit allocation of lecture-based courses is calculated as follows: 1 credit includes: 50 minutes of face-to-face learning per week per semester 60 minutes of structured assignments per week per semester 60 minutes of independent study per week per semester Seminars and Similar Activities: 1 credit includes: 100 minutes of face-to-face activities per week per semester 70 minutes of independent study per week per semester Research, Community Service, or Equivalent Activities: 1 credit includes 170 minutes per week per semester.

After the first year, the number of credits students can take is determined by their Semester GPA (IPS) as follows:

- GPA < 1.50: Maximum 12 credits

- GPA 1.50 – 1.99: Maximum 16 credits
- GPA 2.00 – 2.49: Maximum 18 credits
- GPA 2.50 – 2.75: Maximum 20 credits
- GPA 2.76 – 3.00: Maximum 22 credits
- GPA > 3.00: Maximum 24 credits

Academic activities are monitored through the Study Plan Card (Kartu Rencana Studi or KRS), which is held by each student. The KRS serves as a manual tool to track students' academic activities. All programmes also support students with counselling sessions conducted by Academic Advisors.

3.2.4 Equality of opportunity

Academic and non-academic services in the BGE and BOAE programmes are based on non-discrimination and gender equality, in accordance with Articles 4, 13, and 28 of UNS Rector Regulation No. 31 of 2020 concerning the Implementation and Management of Bachelor Programmes, the curriculum documents, and the available facilities and infrastructure. All students, including those with special needs and different social, economic, ethnic, and religious backgrounds, are provided with equal opportunities to access scholarships, develop talents and interests, participate in competitions, and receive academic guidance.

Currently, BOAE has two students with special needs (one deaf-mute student and one physically disabled student), while BGE currently has no students with special needs. The admission process for students with special needs is coordinated through the University admission office (SPMB). Applicants may enter through the disability affirmation programme, which requires documentation such as medical certificates, report cards, portfolios, and interviews rather than written entrance examinations.

During the learning process, lecturers are expected to accommodate the needs and limitations of students with disabilities. Assessment procedures may be adapted flexibly according to individual needs, including additional examination time, changes in examination location, adjustments to assessment methods or materials, and the use of alternative assessment tools.

Both programmes include an Inclusive Education course intended to prepare future educators to respect diversity and avoid discrimination in the learning environment. In addition, facilities for students with special needs and disabilities are provided.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time through the MBKM programme.

However, the panel could not find an ECTS grading table in the Diploma Supplement. In addition to the national/institutional grading scale with its explanation (Grading Table), the HEI should provide a Grade Distribution Table showing the statistical distribution of passing grades in the respective programme or field of study. This table must reflect how the grading scale is actually applied in that programme.

Therefore, they recommend the following **condition**:

The University needs to ensure that all students receive a Diploma Supplement including an ECTS Grading Table along with a Grade Distribution Table, their degree certificate, and transcript upon graduation. This requirement must be stipulated in a binding document.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, a plausible calculation of workload, an adequate number and frequency of examinations, appropriate support services as well as academic and general student counselling.

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

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

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

To achieve the intended Learning Outcomes (LOs), lecturers in both the BGE and BOAE programmes apply student-centred learning approaches, including project-based learning, collaborative learning, cooperative learning, case studies, and problem-based learning. Additional teaching methods include seminars, practicums, field trips, field lectures, professional work practice, and research activities.

In BGE, these methods are mainly implemented through fieldwork and research-based learning activities. In BOAE, project-based learning is applied in courses such as English for Business, Supply Management, and Office Technology, while case study approaches are used in courses including Office Administration System Analysis and Financial Administration.

Information technology forms an integral part of the learning process in both programmes. In BGE, technology is used in the selection and development of teaching media and materials aligned with developments in science and pedagogy. In BOAE, technology is integrated into practical learning activities, for example through the use of Supply Chain Management applications in Supply Management courses and e-archive and data-processing applications in Secretariat-related courses.

The didactical approaches applied in both programmes are intended to support the development of students' learning skills, literacy skills, life skills, and technology-based competences.

3.3.2 Course materials (Asterisk Criterion)

The development of course syllabi (RPS) and teaching materials for the BGE and BOAE programmes is based on Ministerial Regulation No. 3 of 2020 concerning National Standards for Higher Education, the Higher Education Curriculum Development Guidebook issued by the Ministry of Education, Culture, Research and Technology, and curriculum development guidelines issued by Universitas Sebelas Maret (UNS). Teaching materials for both programmes are accessible through SPADA and OCW platforms.

Bachelor of Geography Education (BGE)

Teaching materials in BGE are developed according to student needs, current developments in science and technology, and interdisciplinary approaches linked to contemporary global issues. Materials are designed to support student engagement and are aligned with the intended learning outcomes (LOs).

The preparation of teaching materials is organised through lecturer groups within four scientific clusters: social geography, physical geography, engineering geography, and education. The development process includes discussions within scientific clusters; preparation of materials by lecturers based on programme objectives, scientific developments, and research results; presentation of the materials for peer feedback; and subsequent revision. Workshops are also organised to support lecturers in developing teaching materials and obtaining additional feedback.

Teaching materials may include printed and digital resources, textbooks, and national and international journal articles published within the last ten years. Research and community service activities conducted by lecturers are integrated into relevant courses.

Bachelor of Office Administration Education (BOAE)

Course materials in BOAE are developed in alignment with learning outcomes and course learning outcomes, using current textbooks and scientific articles from national and international journals. The materials are also designed to reflect labour market needs.

The development process includes preparation by individual lecturers, discussion within course clusters, validation by the course cluster coordinator, and approval by the Head of BOAE. All course materials are available through SPADA and OCW.

The materials are intended to support students in analysing and solving problems from different scientific perspectives and to develop learning skills, literacy skills, and life skills. Digitalisation and technology are integrated into many courses, including Office Technology, Office Administration System Analysis, Financial Administration, Computer Graphics, English Correspondence, Indonesian Correspondence, Office Administration Learning Planning, Digital Class Management, Descriptive Statistics, Research Methodology, Inferential Statistics, Data-Based Processing Applications, Document Processing Applications, Website Programming, and Entrepreneurship.

3.3.3 Guest lecturers

To support the quality and diversity of teaching, both study programmes invite guest lecturers from academic institutions and professional practice at national and international levels. Guest lectures are intended to provide additional perspectives on the application and development of theories within the respective disciplines and to broaden students' understanding of selected topics.

Bachelor of Geography Education (BGE)

BGE regularly invites guest lecturers from the fields of geography education and geographical sciences, including academics and practitioners. International guest lecturers have included representatives from the University of Maryland College, Hobart and William Smith Colleges, Nanyang Technological University, and Sultan Idris Education University.

Practitioners invited to BGE have included representatives from the Wonogiri Regency Education and Culture Office, the National Research and Innovation Agency, The World Bank, Edu Prisma, Rumah Belajar Spasial, PT Pertamina RU II Sungai Pakning, PT Kinarya Alam Raya, the National Institute of Aeronautics and Space, ESRI Indonesia, and BPDAS Bengawan Solo. Guest lectures are generally organised twice per year.

Bachelor of Office Administration Education (BOAE)

BOAE invites guest lecturers and practitioners from domestic and international institutions to contribute to teaching activities. Examples include international practitioners contributing to Research Methodology courses, a professor from National Dong Hwa University, and a telecommunications practitioner from Colorado, USA, contributing to the Office Technology course.

Additional guest lecturers have included a representative from the Ministry of Education of Thailand, and a vocational school practitioner associated with UNESCO-UNEVOC for Human Resource Management courses, as well as practitioners from Lion Parcel Company for Introduction to Management Science. In some cases, guest lecturers also contribute to the assessment of learning outcomes.

3.3.4 Lecturing tutors

Generally, there are no university-level regulations governing student teaching assistants who provide tutoring support. However, some lecturers involve student assistants in research and teaching activities. The use of tutors differs between study programmes.

Bachelor of Geography Education (BGE)

Students acting as teaching assistants support practical activities by providing technical and procedural guidance and assisting students during practical sessions. Assistants are selected based on their competencies in relevant fields of study. Courses involving practical assistants include microteaching, basic geology, engineering, hydrology, introductory geomorphology, remote sensing, geographic information systems, applied remote sensing, applied geographic information systems, and thematic mapping. Teaching assistants also support students in understanding practical materials and supervising the preparation of practicum reports.

Bachelor of Office Administration Education (BOAE)

BOAE involves teaching assistants particularly in practice-oriented courses. Students apply theoretical knowledge directly in practical activities, for example through the use of SPSS software in Inferential Statistics and Excel applications in Financial Administration. In addition to supporting lecturers during practical sessions, teaching assistants contribute to assessments, prepare materials and practical rooms, maintain order in learning environments, and coordinate the submission of students' practical outputs to supervising lecturers according to the established schedule.

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, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes, correspond to the required qualification level, and are digitally accessible for students. The materials are generally user-friendly and support independent learning. However, the panel noted that the English course descriptions do not include literature or reference lists. Furthermore, some references in the Indonesian syllabus are outdated and do not fully reflect current academic developments. As references are essential for ensuring the scientific basis and transparency of the curriculum, the panel considers this a relevant deficiency.

Therefore, the panel recommends the following **condition**:

The University includes literature/references in the English course descriptions and keeps them up to date.

The also panel suggests adding references to the teaching materials.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Although the study programmes invite several guest lecturers, the panel believes, that the guest lectures could be my divers regarding more different practitioners from companies and more international guest lecturers to raise students' interest in student mobility. **Therefore, the panel recommends inviting more practitioners from companies and international guest lecturers.**

	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)				Condition	
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Bachelor of Geography Education (BGE)

The BGE curriculum is designed to support the programme's scientific vision and objectives through the integration of cognitive, emotional, and psychomotor aspects. Curriculum development also considers scientific developments, societal needs, and the increasing importance of intercultural and international competences in a globalised environment.

International and multicultural perspectives are integrated into the curriculum through courses such as *World Regional Geography*, in which students analyse the characteristics of different countries, including climatology, environment, politics, and culture. The course aims to support students' understanding of international contexts and cultural diversity. The course *Geography and Local Wisdom* also addresses cultural diversity and local knowledge systems.

International components within the programme include participation in the *Global Challenge* programme, English-language presentations in selected courses such as *Basic Geology*, *Geology and Geomorphology of Indonesia*, *Settlement Geography*, and *Urban Geography*, as well as guest lectures, conferences, seminars, and summer courses. Intercultural aspects are additionally supported through the *Global Ambassador* programme and participation in international competitions and conferences.

According to the programme, these activities are intended to contribute to the development of global geography and educational competences, international experience, and English language proficiency.

Bachelor of Office Administration Education (BOAE)

BOAE integrates international and intercultural perspectives into its curriculum and learning processes in order to support students' understanding of global and multicultural working environments. International content is incorporated to familiarise students with different perspectives and approaches relevant to office administration and professional practice.

International components include participation in the *Global Challenge* programme, English-language presentations in courses such as *English for Business*, *Financial Administration*, and *Introduction to Business and Management*, as well as guest lectures, visiting professors, and international seminars.

Intercultural aspects are supported through the *Global Ambassador* programme and participation in international competitions. According to the programme, these activities aim to contribute to the development of students' global perspectives, English language proficiency, and confidence in international contexts.

3.4.2 Internationality of the student body

Universitas Sebelas Maret (UNS) aims to increase international student enrolment annually and offers scholarships for international students through the UNS Scholarship programme. According to the university, students from at least 81 countries are enrolled in postgraduate programmes at UNS. In 2021, the university reported 144 active international students across bachelor's, master's, and doctoral programmes. UNS also offers various short-course programmes intended to attract international students.

At present, the BGE and BOAE study programmes do not have international students enrolled in full-degree or short-semester programmes. However, both programmes state that their curricula are designed to be accessible to international students and to support future international collaboration.

BOAE has hosted two international students from Iloilo Science and Technology University (ISATU), Philippines, for short courses and internships in Indonesia. During the internships, the students received supervision from BOAE academic staff.

To increase international visibility and student recruitment, both BGE and BOAE are expanding promotional activities through collaborations with foreign universities, digital platforms, social media, and international partnerships. According to the programmes, these activities are intended to strengthen international networks and promote the programmes to prospective international students.

3.4.3 Internationality of faculty

Both study programmes belong to the same faculty and university and therefore follow the internationalisation policies of the UNS Directorate of Cooperation, Development, and Internationalisation. International collaborations between academic staff and external partners are formalised through Memoranda of Understanding (MoU) and Memoranda of Agreement (MoA), coordinated by the UNS International Office.

The Faculty of Teacher Training and Education participates in various international activities intended to support the university's internationalisation strategy. These activities include student exchange programmes such as SEA-Teacher, SEA-Vet, SEA-TVET, UNS TRU, TRU TVET, and TRU TEACHER; conferences such as ICHSS-1; teaching internships; short courses in humanities; outbound and inbound scholar programmes; collaborative research; and visiting professor and guest lecturer activities. International partners and participants have included institutions and representatives from Malaysia, Thailand, the Netherlands, Japan, Russia, Australia, Egypt, and India.

To support academic development, BOAE has organised visiting professor activities involving international guest lecturers. Examples include:

- A professor from Dong Hwa University contributing to Research Methodology;
- the Coordinator of the Commission for Higher and Vocational Education at UNESCO-UNEVOC, contributing to Dual Vocational Education;
- an American practitioner, contributing to International Networking.

3.4.4 Foreign language contents

Bachelor of Geography Education (BGE)

The use of foreign languages, particularly English, is incorporated into the curriculum and aligned with programme objectives. Semester lesson plans include international learning resources such as books, journals, case studies, and projects. Several courses are offered in English, including Urban Geography, Settlement Geography, Economic Geography, Basic Geology, Indonesian Geology and Geomorphology, and Basic Geomorphology. Additional bilingual courses are also available.

Bachelor of Office Administration Education (BOAE)

Several BOAE courses use English as the language of instruction, including English for Business, English Correspondence, and Research Methods. Students also complete assignments and activities in English, including public speaking tasks in Public Relations, presentations, master of ceremonies competitions, presentations for excellent student competitions, speeches for the "Mas Mbak" PAP election, and the use of international literature as learning resources. According to the programme, these activities are intended to prepare students for international competition and professional contexts.

Appraisal:

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

Since there are no international students enrolled in both study programmes, the panel supports the study programmes' plan to expand promoting activities and **recommends setting up a system to proactively attract international students.**

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

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In accordance with the UNS Internal Quality Assurance System (SPMI), Rector Regulation No. 31 of 2020, and Ministerial Regulation No. 3 of 2020 concerning National Higher Education Standards, both BGE and BOAE apply case-solving and project-based learning approaches. Teaching and learning activities are implemented according to the course syllabi (RPS) and are designed to be interactive, holistic, integrative, collaborative, cooperative, and student-centred.

Both programmes use teaching methods aligned with course characteristics and intended learning outcomes (LOs). Students develop communication skills in both English and Indonesian through language-related courses. Additional courses, such as Microteaching, support the development of presentation and teaching competences relevant to future professional practice.

Students may further develop communication, teamwork, leadership, conflict resolution, and organisational skills through participation in student organisations, including the Study Programme Student Association (HMP), Student Executive Board (BEM), and Student Activity Units (UKM). Internships and community service activities also contribute to the development of multidisciplinary competences and contextual knowledge.

Both programmes implement the Merdeka Belajar Kampus Merdeka (MBKM) framework in accordance with Articles 15 and 18 of Ministerial Regulation No. 3 of 2020. The policy allows students to complete between 20 and 60 credits outside their study programme, either domestically or internationally.

In BGE, students participate in MBKM activities during semesters 5 and 6, providing opportunities for practical learning and the development of multidisciplinary competences through activities such as internships, community service, and project-based work. Students develop skills in communication, public speaking, teamwork, leadership, and conflict

management. Assessment methods include logbook evaluations, course report recognition, and oral examinations covering cognitive, affective, and psychomotor aspects.

In BOAE, MBKM activities are implemented in semesters 5 and 6 through the MBKM Entrepreneurship programme and the MBKM Office Administration professional internship programme. These activities are intended to provide practical experience and opportunities to develop communication, teamwork, leadership, conflict resolution, and public speaking skills. Assessment is conducted through logbooks, coursework reports, and oral examinations and is carried out by supervisors and accompanying lecturers in accordance with the MBKM guidelines developed by the BOAE Curriculum Team.

Appraisal:

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

		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)

Tracer studies are used by both BGE and BOAE to collect information on graduates after entering the labour market or continuing their studies. The studies are generally conducted 1–2 years after graduation and all graduates are expected to participate as part of programme evaluation and quality improvement processes.

Graduate data are collected through online questionnaires distributed via email and social media through the UNS tracer study platform. The studies collect information on employment status, the relevance of the degree to graduates' work, and graduate satisfaction with the study programme. The results are used for programme evaluation, curriculum review, assessment of graduate employability, evaluation of learning materials, analysis of labour market alignment, alumni networking, and the development of partnerships with industry and stakeholders.

Bachelor of Geography Education (BGE)

The BGE curriculum is designed to support the development of competences required in the labour market through a combination of theoretical learning and practical experiences, including internships and practicums. Assessment methods include examinations, performance assessments, portfolios, and projects intended to develop analytical, evaluative, and practical competences aligned with the learning outcomes.

The programme also incorporates courses such as Pancasila, Religious Education, and Citizenship to support the development of ethical and personal competences. According to tracer study data, many graduates obtain employment within three months after graduation.

Tracer study results for graduates from 2020–2022 indicate that:

- a significant proportion of graduates entered the education sector, including formal and non-formal education institutions (55% in 2020, 58% in 2021, and 40% in 2022);
- graduates working in research-related fields increased from 3% in 2020 to 12% in 2022;
- a proportion of graduates pursued entrepreneurial activities;
- some graduates worked in other private sector positions aligned with the graduate profile;
- 69% of graduates obtained their first employment within 0–3 months after graduation.

The programme states that learning models and teaching media are designed to support the development of 21st-century competences, including communication, collaboration, critical thinking, creativity, and digital literacy.

Bachelor of Office Administration Education (BOAE)

BOAE aims to develop graduates' life skills, learning skills, and literacy skills through curricular and practical learning activities. Life skills are developed through leadership training, entrepreneurship, office administration internships, creative office projects, and business simulations. Learning skills are supported through courses such as Office Communication, Public Relations, Excellent Service, and Secretarial Studies. Literacy-related competences are developed through courses including Document Processing Applications, Database Management, Computer Graphics, and Website Development.

Tracer studies for graduates from 2020–2022 indicate that:

- graduates working in education represented 50% in 2020, 42.19% in 2021, and 28% in 2022;
- graduates working as practitioners in other sectors represented 38% in 2020, 37.50% in 2021, and 64% in 2022;
- entrepreneurship accounted for 9% of graduates in 2020, 18.75% in 2021, and 8% in 2022;
- a smaller proportion of graduates continued to further studies (3% in 2020, 1.56% in 2021, and none recorded in 2022).

According to the programme, learning activities, teaching models, and teaching media are designed to support the development of hard skills, soft skills, communication, collaboration, critical thinking, creativity, and digital literacy relevant to employability.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all their courses. For example, a combination of theoretical learning and practical experiences, such as MBKM activities and community

service/internships enable students to apply analytical, communication and teamwork skills in real-world contexts.

		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

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

Bachelor of Geography Education (BGE)

The BGE programme has 15 permanent lecturers with expertise distributed across five fields: Education, Physical Geography, Human Geography, Engineering Geography, and Regional, Environmental, and Disaster Studies. Academic ranks include one professor, four associate professors, seven assistant professors, and three assistant expert lecturers.

The average teaching workload within their areas of expertise was 12 credits per semester in the last academic year, in accordance with the Decree of the Director General of Higher Education No. 48 of 1983, under which 12 credits correspond to approximately 36 working hours per week. In addition to programme-specific teaching, lecturers also contribute to university and faculty compulsory courses.

Lecturers are involved in research, academic consultation, expert activities, publications, professional organisations, and international activities, as documented in their curriculum vitae.

Bachelor of Office Administration Education (BOAE)

The BOAE programme has 12 lecturers, including one professor, three associate professors, five assistant professors, and three senior lecturers. Eight lecturers hold doctoral degrees, while four are currently pursuing doctoral studies. Two lecturers obtained their doctoral degrees from foreign universities.

All lecturers are permanent staff members with educational backgrounds aligned with the BOAE curriculum. Nine lecturers hold lecturer certification, while three are currently in the certification process. Additional lecturers from outside the programme contribute to general courses such as Religion and Indonesian Language.

The average teaching workload of permanent lecturers within their expertise is 13 credits per semester, in accordance with the Decree of the Director General of Higher Education No. 48 of 1983. Lecturers are also involved in research, community service, seminars, workshops, and academic publications, including books and journal articles.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Bachelor of Geography Education (BGE)

The BGE programme has 15 lecturers, consisting of thirteen permanent government lecturers and two permanent non-government lecturers. Thirteen lecturers are certified, while two are not yet certified. Academic positions include one professor (6.66%), four associate professors (26.66%), seven assistant professors (46.66%), and three assistant expert lecturers (20%).

Regarding academic qualifications, ten lecturers hold doctoral degrees (66.66%), 2 are currently pursuing doctoral studies (13.33%), and three hold master's degrees (20%). Lecturer expertise is distributed across five fields: Education (26.66%), Physical Geography (26.66%), Human Geography (26.66%), Geographic Information Science (13.33%), and Regional, Environmental, and Disaster Studies (6.66%).

According to the programme, lecturers contribute to teaching, research, community service, and the integration of research findings into teaching activities.

Bachelor of Office Administration Education (BOAE)

The academic qualifications of lecturers at UNS are regulated by Rector Regulation No. 31 of 2020 concerning the Implementation and Management of Bachelor's Degree Programmes, which requires lecturers in bachelor's programmes to hold at least a master's degree relevant to the study programme.

The BOAE programme has twelve faculty members, including one professor (8.33%), three associate professors (25%), five assistant professors (41.67%) and three senior lecturers (25%). Eight lecturers hold doctoral degrees (66.67%), while four are currently pursuing doctoral studies (33.33%). All permanent lecturers have educational backgrounds relevant to the BOAE programme.

Regarding certification, nine lecturers are certified (75%) and three are not yet certified (25%). In addition to academic qualifications, some lecturers hold professional certifications, including Qualified Professional Office Administrator (QPOA), Certified Risk Professional (CRP), Certified Risk Associate (CRA), Educational Services certification, and Microsoft Certified Educator certification.

Lecturers have also published academic articles in their respective fields in national and international journals.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Lecturers in the Geography Education and Office Administration Education programmes have academic backgrounds aligned with teaching, research, and community service activities within the framework of the three pillars of higher education.

To support pedagogical and didactical competences, lecturers are required to participate in the Pedagogy Workshop (Pekerti-AA Programme), also referred to as the Basic Instructional Skills Improvement Programme, organised by the Institute for Learning and Quality Assurance (LPPMP UNS). Through this programme, lecturers develop competences in:

1. curriculum development;
2. learning model and teaching method development;
3. semester learning plan (RPS) design;
4. the use of learning media and information and communication technology;
5. assessment of cognitive, affective, and psychomotor learning outcomes, including alternative assessment methods;
6. basic teaching skills;

7. preparation of teaching materials; and
8. evaluation of learning programmes.

The development of pedagogical competences is further supported through the Lecturer Professionalism Development System (SPPD), regulated by Rector's Regulation No. 86/H27/PP/2010 at UNS. The system is intended to support lecturers in improving pedagogical, professional, personal, and social competences related to teaching, research, and community service, while also supporting the fulfilment and evaluation of lecturer workload requirements each semester.

4.1.4 Practical business experience of faculty

Bachelor of Geography Education (BGE)

BGE lecturers are involved in professional and practical activities related to geography, environmental management, and disaster mitigation. The programme cooperates with various external institutions to support institutional development and strengthen the link between academic competences and professional practice.

Collaborations have included projects with Regional Disaster Management Agencies (BPBD) in Purworejo, Karanganyar, and Pati related to disaster risk assessment, disaster reduction planning, and regional climate adaptation action plans. BGE has also cooperated with Selo District in the development of Disaster-Safe Education Units (SPAB) for volcanic eruption preparedness in elementary schools in Boyolali Regency, Central Java.

In addition, BGE has collaborated with the MGMP Geography High School Teachers Association in Karanganyar to develop the GEO SMART interactive learning media for online learning and to provide mentoring activities for small and medium-sized enterprises. These activities also contribute to community service initiatives.

Lecturers also participate in professional organisations and activities related to geography, including IGI and FORFIMGEO, which support the integration of theoretical and practical aspects in teaching and learning.

Bachelor of Office Administration Education (BOAE)

BOAE lecturers cooperate with professional associations, research consultants, and educational consultants at national level. Three lecturers operate their own businesses, while four serve as consultants for educational institutions, ministries, local governments, and private sector organisations at national and international level.

According to the programme, lecturers' professional and business experience contributes to curriculum development, case study preparation, and the practical orientation of the study programme. Examples include lecturer involvement in drafting the Creative Economy Law, which is integrated into Entrepreneurship and Business Law courses, and experience in internal audit committees, which is incorporated into Supply Management courses.

To support alignment with professional and societal needs, lecturers participate in national and international professional associations, including ASPAPI and ASAP.

4.1.5 Internal cooperation (Asterisk Criterion)

BGE and BOAE develop their study programmes through internal cooperation at different organisational levels and in various formats. Internal collaboration includes:

1. regular study programme meetings held at the beginning, middle, and end of each semester;
2. subject cluster meetings for the review and revision of semester learning plans (RPS);
3. committee activities related to national and international seminars, focus group discussions, workshops, book reviews, and similar activities, including events such as the *International Conference on Anthropocene, Global Environmental Change and Powerful Geography*;
4. collaboration within research groups for research and community service activities, including cooperation between members of the same or different research groups; and
5. team teaching activities for the design, implementation, and evaluation of semester learning plans.

Additional meetings are organised when required, for example in relation to examinations, fieldwork, internships, or developments in the teaching and learning process. Internal cooperation addresses both academic and non-academic matters within the study programmes.

4.1.6 Student support by the faculty (Asterisk Criterion)

Policies concerning academic guidance, internships, and final projects are based on:

- Rector's Regulation No. 31 of 2020 concerning the implementation and management of bachelor's degree programmes;
- Dean's Decrees of the Faculty of Teacher Training and Education regarding lecturer teaching and examination workloads;
- Dean's Decrees concerning Skripsi supervision;
- the *Skripsi Guidelines 2021*; and
- the *Standard Operating Procedure (SOP) for Teaching Practice 2016*.

In both the Bachelor of Geography Education (BGE) and Bachelor of Office Administration Education (BOAE) programmes, lecturers provide academic and non-academic guidance to students throughout the academic year. Academic Advisors (PAs) support students with course selection, study planning, study methods, and academic-related issues. Guidance sessions are generally conducted four times per semester: at the beginning, middle, and end of the semester, and after the semester. Advisors also support student participation in activities such as the Student Creativity Program (PKM), research projects, and academic and non-academic competitions.

Supervision is also provided for internships (PKL), teaching practicums (PPL), and community service activities (KMM). Supervisors support students during preparation, implementation, monitoring, and final evaluation in schools, institutions, or companies to facilitate practical learning experiences.

MBKM supervisors support students in both academic and administrative aspects of the programme, including activity planning, monitoring progress, providing feedback, supporting report preparation, and coordinating with partner institutions.

Skippsi supervisors guide students throughout the thesis process, including topic selection, proposal preparation, research methodology, chapter writing, and preparation for the thesis defence. Supervision is conducted through face-to-face and online meetings.

Guidance and supervision activities may be conducted in person during working hours or online through platforms such as SIAKAD, Google Meet, and Zoom, depending on agreements between students and supervisors.

4.1.7 Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)

Not relevant.

Appraisal:

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

The academic qualification of the 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. Specific measures for the further qualification of the faculty members are implemented.

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

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

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and/or courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

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

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

According to Rector Regulation No. 64 of 2020 concerning the Organisation and Standard Operational Procedures of Units under the Rector, the Head of the Study Programme is directly responsible to the Dean, while supervision is conducted by the Vice Dean for Academic, Research and Student Affairs and/or the Head of Department. The regulation also states that the Head of the Study Programme is appointed for a five-year term and may be reappointed for one additional term.

The organisational structure of the BGE and BOAE study programmes within the Faculty of Teacher Training and Education (FKIP), Universitas Sebelas Maret (UNS), is based on Government Regulation No. 56 of 2020 concerning UNS as a Legal Entity State University. The regulation defines the university's organisational structure, including the Rector, Vice Rectors, Dean, Vice Deans, Heads of Department, Heads of Study Programme, and Heads of laboratories, workshops, and studios.

In accordance with Rector Regulation No. 10 of 2023, amending Rector Regulation No. 64 of 2020, the Head of the Study Programme is responsible for planning, implementing, and evaluating educational activities, research, and community service at programme level. The Head of the Study Programme reports to the Dean and is supervised by the Vice Dean for Academic, Research and Student Affairs and/or the Head of Department.

Bachelor of Geography Education (BGE)

The BGE programme has 14 teaching staff members. The Head of the Study Programme is supported by several coordinators and units, including:

- the Head of Laboratory;
- the Planning and Development Coordinator;
- the Quality Assurance Coordinator;

- the MBKM Coordinator;
- the Research Group Coordinator;
- the Student and Alumni Coordinator;
- the Thesis Coordinator;
- the Human Resources and Lecturer Credit Score (PAK) Coordinator;
- the Cooperation and Internationalisation Coordinator; and
- the Journal Coordinator.

These roles support activities related to learning, research, community service, quality assurance, student affairs, internationalisation, human resource development, and academic publishing.

Bachelor of Office Administration Education (BOAE)

The BOAE programme has twelve teaching staff members. The Head of the Study Programme is supported by coordinators and heads of laboratory responsible for research and community service, quality assurance, MBKM implementation, student and alumni affairs, thesis coordination, human resource development, lecturer credit score administration (PAK), and journal management.

According to the programme, these functions support the implementation and quality assurance of academic and administrative activities within BOAE.

4.2.2 Process organisation and administrative support for students and faculty

According to Ministerial Regulation No. 82 of 2014 concerning the Organisation and Standard Operational Procedures of UNS, the faculty administration consists of the Planning and Information Subdivision, Academic, Student and Alumni Affairs, and Finance units.

The Faculty of Teacher Training and Education (FKIP) at UNS employs 114 educational staff members with qualifications ranging from secondary education to master's degrees. Their responsibilities include academic administration and support services related to planning, finance, personnel administration, cooperation, information systems, and management of state assets.

Within the BGE and BOAE study programmes, one staff member is responsible for managing the academic calendar, lecture and examination schedules, student re-registration, academic data entry, graduation administration, Study Plan Cards (KRS), Study Result Cards (KHS), and academic records. Additional academic services are available through the faculty academic portal and the SIAKAD system.

FKIP UNS provides several administrative support services for students, including:

1. submission of applications related to research permits, PDDIKTI data verification, graduation decrees, publication requests, student active status, data changes, and study extensions;
2. updating and verification of students' academic data in the PDDIKTI system;
3. graduation application services to confirm participation in graduation ceremonies and fulfilment of degree requirements; and

4. deferment services for students intending to postpone their studies.

Appraisal:

For both study programmes, the programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

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

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

4.3 Cooperation and partnerships

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

Bachelor of Geography Education (BGE)

BGE has established cooperation with higher education institutions and other organisations in the field of education to support the quality of teaching, research, and academic exchange activities. Cooperation activities include visiting professors, guest lectures, student exchanges, joint research, and joint publications.

Partner institutions include the Research and Development and Book Agency of the Ministry of Education and Culture of the Republic of Indonesia, the University of Innsbruck, Saga University (Japan), National Changhua University of Education, Tarlac State University, universities within the SEAMEO member countries network (Indonesia, Thailand, and Vietnam), Yamaguchi University, Hiroshima University, Hobart and William Smith Colleges, and the University of Northern Malaysia.

Research-related cooperation has also been conducted with the Bina Karta Lestari Foundation, National Kaohsiung Normal University, and the University of Innsbruck, including activities related to research collaboration and publication.

Bachelor of Office Administration Education (BOAE)

BOAE cooperates with institutions at local, national, and international levels in the areas of education, research, and community service.

International university partners include Yamaguchi University (Japan), National Dong-Hwa University (Taiwan), and The Chinese University of Hong Kong. Cooperation activities include research collaboration in economics, banking, and finance, joint publications, and guest lectures for introductory economics courses.

At national level, BOAE collaborates with universities offering Office Administration Education programmes through the Association of Practitioners and Educators of Indonesian Office Administration (ASPAPI). Activities have included international seminars with Yogyakarta State University (UNY) and collaborative research and community service activities with Universitas Negeri Surabaya (UNESA), particularly in information technology.

At local level, BOAE cooperates with vocational schools in Surakarta, Boyolali, Karanganyar, and Sukoharjo. These partnerships support the School Field Introduction (PLP) programme, in which students complete a three-month teaching placement during semester 7 to gain experience in teaching practice and school management. Additional cooperation activities include research on educational leadership, learning modules, and entrepreneurship, as well as community service activities with the Teacher Working Group (MGMP) Surakarta related to Office Administration learning and dissemination of research results.

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

Bachelor of Geography Education (BGE)

BGE cooperates with schools and external institutions to support the development of students' professional qualifications and practical skills through internship and field-based activities. Teaching-related internships are conducted in schools in the Greater Solo area and are intended to support the development of teaching competences, teaching materials, and instructional media for geography.

To support practical experience in geographic sciences, BGE also collaborates with institutions including the National Land Agency of Boyolali Regency and Sukoharjo Regency, the Environmental Services of Sukoharjo Regency and Wonogiri Regency, the Regional Planning and Development Agency of Wonogiri Regency, the Tourism Service of Boyolali Regency, and the Regional Disaster Management Agencies of Klaten Regency, Karanganyar Regency, and Surakarta City. These collaborations provide opportunities for students to apply geographic knowledge and develop competences, particularly in Geographic Information Systems (GIS).

Bachelor of Office Administration Education (BOAE)

BOAE cooperates with various companies and organisations to support student internships and practical learning activities. Entrepreneurship internships in semester 5 are conducted with small and medium-sized enterprises (UKM), including PT Danliris Sukoharjo, CV Lion Parcel Surakarta, PT Rosin Travel Indo Surakarta, Resto Bale Kambang Surakarta, CV Mitra Promotion Mandiri Surakarta, D Fashion Surakarta, Brownies Cinta Karanganyar, and PT Ampyang Jawa Karanganyar.

During these internships, students participate in one-month placements focusing on entrepreneurship, business law, taxation, and leadership in order to gain practical experience relevant to entrepreneurial activities.

BOAE also cooperates with government and non-government institutions, including the Education Office of Central Java Region, Surakarta Regional Archives, Surakarta Regional Secretariat, Karanganyar Religious Court, and the Chamber of Commerce and Industry (Kadin). These institutions provide office administration internship placements in semester 6. During the three-month internships, students apply theoretical knowledge of office administration and office management in professional practice settings.

Appraisal:

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

In case that other academic institutions or organisations conduct parts of the study programme, UNS ensures that the quality standards are met.

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

In case that other organisations conduct parts of the study programme, UNS ensures that the quality standards are met.

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

4.4 Facilities and equipment

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

Universitas Sebelas Maret (UNS) provides several Technical Implementation Units (UPT), including the Language Service and Development Centre (UPTP2B), Information and Communication Technology Unit (UPT ICT), Library Unit, Integrated Laboratory Unit, International Cooperation and Services Unit, and Archives Unit. Sports facilities, such as a stadium, sports hall, and tennis courts, as well as places of worship, are also available.

The Faculty of Teacher Training and Education (FKIP) provides facilities including microteaching laboratories, computer laboratories, halls, thesis defence rooms, shared lecture rooms, Wi-Fi internet access through the Single Sign-On (SSO) system, public spaces, parking areas, sports fields, and places of worship. Facilities for students with special needs, including accessible toilets and signage, are also available.

For teaching activities, BGE and BOAE use two main lecture rooms and one shared lecture room located in Buildings B and C of FKIP UNS. The classrooms are equipped with air conditioning, LCD projectors, lecturer desks, student chairs, lighting, and ventilation.

BGE has five laboratories:

- Geographic Information System Learning Planning Laboratory;
- Physical Geography Laboratory;
- Surveying and Mapping Laboratory;
- Remote Sensing and Image Processing Laboratory; and
- Regional, Environmental and Disaster Laboratory.

BOAE has four laboratories:

- Mini Office Laboratory;
- MICE Laboratory;
- Office Technology Laboratory; and
- Computer Laboratory.

Both study programmes also provide library facilities with programme-specific reference materials. Maintenance is carried out regularly by cleaning staff and external service providers.

Academic administration and learning activities are supported through several online systems regulated under Rector's Decree No. 120/H27/HK2011 concerning the Management of Knowledge and Information Systems at UNS. The university provides several digital platforms to support academic administration, learning activities, and distance learning:

- **SIKAD**: the university's online academic information system supporting academic consultation, study planning, access to grades, course information, lecturer information, and academic administration.
- **SPADA UNS (UNS Online Learning)**: provides course materials, quizzes, video tutorials, discussion forums, learning plans, and assignments.
- **UNS Open Course Ware (OCW)**: supports attendance tracking and access to lecture plans and teaching materials.
- **Licensed Zoom and Google Meet access**: licensed Zoom accounts are provided for lecturers and licensed Google Meet access for students to support online learning and discussions.
- **IRIS**: provides access to research and community service performance information.

- **University online financial and remuneration systems:** support remuneration and financial management processes.
- **Programme websites:** provide programme-specific information for the BGE and BOAE study programmes.

All systems are accessible to lecturers, students, and administrative staff through the UNS Single Sign-On (SSO) system. The functionality and accessibility of these systems are supported by the faculty and the university's information technology services.

4.4.2 Access to literature (Asterisk Criterion)

A comprehensive library system is available to support students' learning and access to academic resources. Universitas Sebelas Maret (UNS) provides an integrated university library where literature related to Geography Education and Office Administration Education can be accessed both on-site and online. The library is open from 8:00 a.m. to 4:00 p.m.

The central library provides collections relevant to the study programmes. Geography-related literature, including hydrology, geology, meteorology, and climatology, is available on the 4th floor, while educational science resources are located on the 7th floor. The collection for Office Administration Education includes more than 98.000 books and materials covering areas such as management information systems, office management, office administration, and business studies.

In addition to printed materials, the library provides access to domestic and international journals, as well as audio and video learning resources. Online resources can be accessed through the UNS Library and Digital Library platforms. Students can also access international academic databases, including Scopus, ScienceDirect, and EBSCOhost, through the university's Single Sign-On (SSO) system.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. As the on-site visit was conducted online via Zoom, the panel did not inspect the facilities in person; however, comprehensive image material of the premises and facilities was provided to the panel.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. Although the university library offers several workplaces for students, the students said that there could be more. The panel supports this opinion and **recommends increasing the number of student workplaces in the library.**

	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

4.5.1 Career counselling and placement service

Graduate career service is supported by the Career Development Centre (CDC) of UNS, established in 2009. The CDC provides various career development activities, including job fairs, psychological tests, pre-employment training, soft skills training, career workshops, and tracer studies. Job fairs are organised at least twice per year and provide students with opportunities to interact directly with employers. Pre-employment training is offered both on-site and online via Zoom to support students in preparing for the labour market and identifying suitable career paths.

The CDC operates an online platform that is regularly updated and provides services for both students and alumni. Career counselling is available through WhatsApp, Google Meet, and Zoom. According to the institution, the CDC has 136,376 registered members. The platform also provides support related to recruitment processes, job application strategies, and job vacancy information from partner organisations. In addition, the study programmes maintain alumni organisations to strengthen alumni relations and support graduates in developing professional networks.

4.5.2 Alumni Activities

UNS maintains an alumni organisation, Ikatan Keluarga Alumni (IKA), to facilitate communication among graduates. IKA UNS regularly organises online meetings known as "Wedangan Online". At faculty level, alumni activities are coordinated through IKA FKIP UNS. The BGE study programme has a Geography Education Alumni Association that communicates through WhatsApp and Telegram groups. The BOAE study programme has an Alumni Association affiliated with the KA-PAP FKIP UNS organisation. Alumni are involved in supporting academic activities within the study programmes, including contributions to student scientific activities, participation in the development of the scientific vision, objectives, strategic plans, and curriculum, as well as sharing job and internship opportunities with students. In addition, BGE regularly invites alumni to participate in guest lectures and share professional experiences from the workplace.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. Graduates are invited as guest lecturers in the study programmes to share their professional experiences and potential future career.

		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)

Financial planning, implementation, and accountability are managed through the SIREVA system (<https://sireva.uns.ac.id>). Financial policies are evaluated periodically for improvement. Financial management improvement programmes are intended to support educational standards and the achievement of the university's Main Performance Indicators (IKU).

Financial planning refers to the five-year FKIP Business Strategic Plan, derived from the University Business Strategic Plan. Responsibility for financial planning lies with the Deputy Dean of the Faculty of Field II FKIP. Each study programme prepares a budget business plan adjusted to the resources provided by the university. Budget implementation is managed through the "Integrated Performance Planning and Evaluation System" (<https://perencanaan.uns.ac.id>), which since 2020 has been integrated into the SIREVA system. While the former system still used manual spending procedures, SIREVA processes submissions online to support effectiveness and efficiency.

Financial and activity reports are prepared as part of accountability procedures for academics and study programme administrators. Sources of funding include study programme development funds, UKT, P2M Grants, Publication Grants, cooperation grants from domestic, state, and foreign institutions, and Ministry funding (P2M APBN).

Budget planning is based on the proposed annual work programme discussed in the RKPF forum at least six months before the new budget year. The work plan is submitted to the faculty in the form of a Cost Budget Plan (RBA), published through the SIREVA system, and approved by the University Planning and Information Systems team. Funding sources include service income, grants, APBN funding, and other sources in accordance with Presidential Regulation Number 56 of 2020 concerning UNS PTN-BH. Funds are allocated to support educational activities, research, community service, and the development of facilities and infrastructure, with accountability regulated under Rector Regulation Number 44 of 2022.

Appraisal:

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

		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

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

The Internal Quality Assurance System (SPMI) of UNS refers to Permendikbud No. 3 of 2020 concerning National Standards for Higher Education. UNS has developed quality policies, manuals, standards, and forms based on this regulation, available through <https://lppmp.uns.ac.id/> and <https://upm.fkip.uns.ac.id/>. The Quality Policy includes the university vision, objectives, background, and outline of SPMI implementation. The Quality Manual contains technical instructions for implementing SPMI and PPEPP procedures at university, faculty, and study programme levels. Quality Standards include SN Dikti standards, university standards, additional standards, and derivative standards. SPMI forms cover education, research, and community service standards and are used for documentation, monitoring, and evaluation.

Quality assurance at university level is coordinated by the Education Quality Assurance and Development Institute (LPPMP), established under Government Regulation No. 56 of 2020 and Rector Regulation Number 64 of 2020. Quality assurance implementation is supported by the Quality Management System Development Centre (PPSMM), the Quality Assurance Unit (UPM) at faculty level, and the Quality Control Group (GKM) at study programme level. GKM coordinates the implementation of quality assurance procedures in cooperation with UPM and PPSMM.

The quality assurance process follows a systematic and continuous cycle consisting of planning, implementation, monitoring and evaluation, auditing, and follow-up actions. The process is documented through the SPMI application system. The Internal Quality Assurance System applies the PPEPP cycle:

1. Establishment (Penetapan): quality standards are determined by the Rector and controlled by LPPMP.
2. Implementation (Pelaksanaan): standards are implemented at university, faculty, and study programme levels with support from UPM and GKM.
3. Evaluation (Evaluasi): evaluation is conducted through Internal Quality Audits (AMI), consisting of AMI Level 1 for study programmes and AMI Level 2 for faculties. Audits are coordinated by the Monitoring, Evaluation and Audit (MEA) Coordinator of the Faculty Quality Assurance Unit and conducted every semester.
4. Control (Pengendalian): monitoring and audit findings are followed up internally and discussed at Faculty Quality Review Meetings or, if necessary, University Quality Review Meetings.
5. Continuous Improvement (Peningkatan Berkelanjutan): standards are raised after being achieved over two to three cycles.

Quality assurance at study programme level covers education, research, and community service standards. Education standards focus on graduate competencies, curriculum relevance, learning processes, assessment procedures, and student services. Evaluation results are used for curriculum reconstruction, learning process development, assessment of student achievement, and monitoring graduate employability through tracer studies conducted by the Career Development Centre (CDC). Both BGE and BOAE have received “Excellent” accreditation status from LAMDIK.

According to the analysis of graduate achievements, the programmes comprise 144 credits with a maximum study period of seven years, although some students complete their studies

within four years or eight semesters. Over the last two years, 74 graduates completed their studies with an average GPA of 3.67. Graduates are employed as teachers, private sector employees, ministry employees, or continue to master's degree studies.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Evaluation of learning and student service satisfaction in the Bachelor of Geography Education (BGE) and Bachelor of Office Administration Education (BOAE) study programmes is conducted regularly at the end of each semester through questionnaires in the SIAKAD system (<https://siakad.uns.ac.id/>). The evaluation results are submitted to the faculty and study programme quality assurance units for follow-up actions aimed at improving service quality, including strengthening lecturer–student interaction, aligning understanding of SOPs, improving facilities, and implementing the quality assurance cycle from standard setting to continuous improvement.

The evaluation results are also used to revise course syllabi (RPS) and improve the performance of lecturers and administrative staff. In addition, the study programmes, together with the student association, organise annual lecturer–student dialogue sessions to collect student feedback and aspirations. The evaluation instruments have been validated by educational evaluation experts.

Student service evaluation results are processed by the Career Development Centre (CDC) and published through Sipsmart (<https://sipsmart.uns.ac.id/>), while academic evaluation results are processed by LPPM, published in SIAKAD, and discussed during management review meetings.

5.2.2 Evaluation by faculty

The faculty regularly evaluates academic and non-academic matters within the study programmes through the Management and Quality Assurance Unit Team, based on Rector's Decree Number 919/UN27/HK/2023 concerning the Management Personnel of the Faculty, Postgraduate, and Vocational School Quality Assurance Units. At study programme level, quality assurance is conducted by the Quality Control Group Team established under Rector's Decree Number 11.1/UN27/HK/2024.

The Faculty Quality Assurance Unit conducts periodic evaluations of academic programmes and annually measures the satisfaction of lecturers and educational staff regarding Human Resource Management. Evaluation instruments available through the UPM Faculty website cover areas including understanding of the FKIP vision and mission, satisfaction with facilities and infrastructure, graduate user satisfaction, partner satisfaction, satisfaction of research and community service lecturers, staff satisfaction with human resource management, and student satisfaction. The results are used to support improvements in the teaching and learning process and other academic services.

Faculty quality assurance follows university higher education standards covering education, research, and community service (P2M). Education standards include graduate competencies, learning content, learning processes, assessment, lecturers and educational staff, facilities and

infrastructure, learning management, and financing. P2M standards include research quality and community service quality.

Implementation of standards is evaluated through Internal Quality Audits (AMI), which assess conformity with institutional standards, regulations, procedures, and work instructions. AMI results are available through <https://spm.ums.ac.id/> and are followed up through Quality Review Meetings at levels 1, 2, and 3. Findings are communicated to faculties and study programmes for improvement measures.

Evaluation results are used to improve management services, student and alumni services, academic and non-academic services, and facilities, including classrooms, learning equipment (LCDs, whiteboards, air conditioning), toilets, facilities for students with special needs such as Braille signs, accessible toilets and ramps, as well as remuneration and recognition for lecturers and educational staff.

5.2.3 External evaluation by alumni, employers and third parties

The study programmes are externally evaluated by alumni, employers, and partner institutions through questionnaires coordinated by the Career Development Centre (CDC). The evaluations are conducted annually, and the results are reviewed periodically to identify trends and areas for improvement. Implementation includes distributing evaluation forms to relevant institutions based on alumni tracer study results, focusing on institutional integrity, professional skills, communication abilities, and self-development.

The evaluation process assesses the relevance of higher education to the labour market and industry, alumni satisfaction with the learning process, and the relevance, reliability, and sustainability of partnerships. The results of evaluations by alumni and employers are used to improve policies, facilities and infrastructure, curriculum relevance to labour market needs, and student preparation. Feedback from partner institutions is used to improve the implementation of cooperation activities, including punctuality and clarity of roles and responsibilities.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

The study programmes use the university's centralised and integrated Academic Information System (SIKAD), accessible at <https://sikad.ums.ac.id> through the UNS Single Sign-On (SSO) system for lecturers, students, and educational staff. SIKAD contains information on lecturer profiles integrated with the personnel information system (Simpeg), including lecturer lists, courses, lecture schedules, teaching attendance, lecturer performance, and lecturer expertise certifications.

The system also supports academic guidance activities, including academic advising, Skripsi supervision, MBKM activities, and Field Practice Programmes (PPL). In addition, SIKAD is used to monitor learning activities such as course syllabi (RPS), attendance, examination questions, grades, and post-lecture surveys. It also includes a message board feature for academic and student announcements from the university and faculty. Curriculum changes

and academic policy updates can be integrated into the system and communicated directly to students.

In addition to SIAKAD, the study programmes use the Learning Management Systems (LMS) SPADA UNS (<https://spada.uns.ac.id>) and Open Courseware (<https://ocw.uns.ac.id>) to support learning activities. SPADA UNS, developed by the Centre for Information Technology Development for Learning (PPTluP) under the Education Quality Assurance and Development Institute, is integrated with SPADA Indonesia and supports electronic interaction between lecturers and students in each course. OCW provides accessible information on curriculum and lecture activities for lecturers and students.

5.3.2 Information on activities during the academic year

Information on study programme activities at university level is published annually through the UNS website (<https://uns.ac.id/id/>) in the Agenda section and through UNS social media channels, including Instagram (@uns.official), Twitter/X (@11MaretUniv), Facebook (UNSOOfficial), LinkedIn (Universitas Sebelas Maret), TikTok (@11MaretUniv), and YouTube (Universitas Sebelas Maret). The published content includes events, lectures, competitions, academic activities, and academic calendars involving students and lecturers. Documentation of activities is managed by UNS Public Relations in cooperation with academic public relations. Activities are also published through external media partners such as Solo Pos, Suara Merdeka, Tribun, and Radar.

At faculty level, activities are published through the FKIP website and social media accounts, including Instagram (@fkipuns.official), Twitter/X (@fkip_uns), and the Official FKIP UNS YouTube channel. Activities of the Bachelor of Geography Education (BGE) programme are published through <https://geografi.fkip.uns.ac.id/en/home/>, Instagram (@geografi.fkip.uns), and the PENDIDIKAN GEOGRAFI UNS YouTube channel. Activities of the Bachelor of Office Administration Education (BOAE) programme are available through <https://adp.fkip.uns.ac.id/en>, Instagram (@pap.fkipuns), and the official Program Studi PAP FKIP YouTube channel.

Appraisal:

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

The panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations. The actual workload

is of great importance for the university to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course).

Therefore, the panel recommends the following **condition**:

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

Also, the university does not seem to include monitoring and developing the learning outcomes in the quality assurance and quality development processes.

Therefore, the panel recommends the following **condition**:

The University includes in its quality management system appropriate procedures for a regular monitoring and updating of the learning outcomes.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

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

UNS regularly publishes current news and information – both quantitative and qualitative – about the study programmes.

		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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 (UNS), Indonesia

Bachelor programme:

- 1) Bachelor of Office Administration Education (BOAE)
- 2) Bachelor of Geography Education (BGE)

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				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		