

Decision of the FIBAA Accreditation and Certification Committee



4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

Project Number: 20/067
Higher Education Institution: Universitas Pembangunan Nasional “Veteran” Jawa Timur
Location: Surabaya, Indonesia
Study Programme: Public Administration
Degree: Bachelor of Public Administration
Type of Accreditation: Initial accreditation

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

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

Period of Accreditation: November 26, 2021, until November 25, 2026

Condition:

The University

- a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

**The condition is fulfilled.
FIBAA Accreditation and Certification Committee on June 29th, 2022.**

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):

Universitas Pembangunan Nasional “Veteran” – Jawa,
Timur, Surabaya, Indonesia (UPNVJT)

Bachelor study programme:

Public Administration

Qualification awarded on completion:

Bachelor of Public Administration

General Information on the study programme

Brief description of the study programme:

The Bachelor programme Public Administration within four years (8 semesters) aims to train and educate qualified staff that can practice in public organization professions such as civil servants, politician, entrepreneur, private employees, and government officials at national and international level. For graduation students must obtain a minimum of 144 sks (Indonesian credit semester system) within the 8 semesters. Some courses are bi-lingual (English and Indonesian), the knowledge of English is required. Graduates receive the degree "Bachelor of Public Administration."

Type of study programme:

Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:

4 years (230 to 256 ECTS credits / 144 to 160 sks credits)

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

250 study places

Programme cycle starts in:

August

Initial start of the programme:

1994

Type of accreditation:

Initial accreditation

Procedure

A contract for the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) initial accreditation of the Bachelor study programme: Public Administration was made between FIBAA and on November 26, 2020. On June 25, 2021 the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Dennis Hilgers

Johannes Kepler University Linz, Austria
Professor for Public and Non-profit Management

Lina Irscheid

University of Potsdam, Germany
PhD-Student of Law (LL.B.)

Tobias Kaulfuß

Citadelle Systems AG, Essen, Germany
Founder and CEO (Logistics, eCommerce, Information Technology)

Prof. Dr. Tibor Kliment

Rheinische Fachhochschule Köln, University of Applied Sciences, Cologne, Germany
Professor for Media and Cultural Management,
Director of Institute for Empirical Media and Cultural Marketing

Prof. Dr. Andreas Knorr

Deutsche Universität für Verwaltungswissenschaften Speyer, Germany
Professor of Economics (Transport Policy, Regulatory Policy, Competition Policy, International Relations)

Prof. Dr. Yang Liu

University of Applied Sciences Europe, Berlin, Germany,
Professor of Communication and Design

Prof. Dr. Marian Paschke

University of Hamburg, Germany
Chair of Civil Law, Commercial Law, Maritime Law and Economic Law

Dr. Edy Santoso

University of Langlang Buana, Bandung, Indonesia
Senior Lecturer for Postgraduate Business Law Programme

¹ The panel is presented in alphabetical order.

Prof. Dr. Mouna Thiele

Hochschule Düsseldorf, University of Applied Sciences, Düsseldorf, Germany
Professor of Economics, esp. International Business Relations

FIBAA project manager:

Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 25, 26 and 27, 2021 with representatives of the UPNVJT. The same cluster included an appraisal of the following Bachelor programmes: Development Economics, International Relations, Communication Science, Law, Visual Communication Design. On end of the online conference the panel gave short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 23, 2021. The statement on the report was given up on November 2, 2021. It has been taken into account in the report on hand.

Summary

The Public Administration programme offered by the Universitas Pembangunan Nasional “Veteran” – Jawa, Timur, Surabaya, Indonesia (UPNVJT) fulfils with one exception the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2021 and finishing on November 25, 2021, under condition. The programme is in accordance with the national Qualification Framework and analogous to the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: adequately integrating the MBKM type of internship into the curriculum (see Chapter 3.2).² They recommend the accreditation on condition of meeting the following requirement:

The University

- a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

Furthermore, the quality requirement that has not been fulfilled

- Internationality of faculty (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.

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

- Intensifying the preparation of English language skills by additional courses (see chapter 2.5),
- Substantiating the relevant exams and test formats in the syllabi (see chapter 3.2),
- Including lecturers from abroad into permanent staff (see chapter 3.4),
- Including more training of the English language (see chapter 3.4),
- more intensively involving students in processes of assessing quality assurance and development outcomes.

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

There are criteria in which the programme exceeds the quality requirements:

² This aspect is an asterisk criterion which means that it is essential for the study programme.

- Positioning of the study programme on the job market for graduates (“Employability”) (see chapter 1.3)
- Logic and conceptual coherence (see chapter 3.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students (see chapter 4.2).

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

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Information

Information on the Institution

Universitas Pembangunan Nasional “Veteran” Jawa Timur (UPNVJT) started in 1959 as the Academy of Administration “Veteran” Surabaya and, until 2014, was a private university under the Ministry of Defence of the Republic of Indonesia. UPNVJT changed its status legally as a state/public university from October 6th, 2014. UPNVJT has more than 13,000 students and offers 28 study programmes under seven faculties (Faculty of Business and Economics; Faculty of Engineering; Faculty of Architecture and Design; Faculty of Law; Faculty of Computer Science; Faculty of Agriculture; Faculty of Social and Political Sciences³. The last-mentioned takes the responsibility for the programme Public Administration. UPNVJT’s vision is to become the leading university with *Bela Negara* or State Defence characters⁴. The state defence characters are defined as nationalism, aware of being a citizen of the nation and the state, willing to sacrifice, believing that Pancasila (five principles of the national Constitution of the Republic of Indonesia)⁵ is the basis of the state and has the initial ability to defend the state all of which must be embraced by the entire academic community and instilled in students in the learning process. The *Bela Negara* characters and values are embedded in UPNVJT’s teaching, research, and community service.

Specifically, the UPNVJT missions are:

- Developing the education with focus on producing “Bela Negara” values and characters in its graduates and academics.
- Improving the culture of research and innovation in the development of science and technology to advance the community.
- Conducting community service based on local wisdom illuminated by research and innovation.
- Performing good and clean governance with accountability and transparency in regard of finance and budgeting.
- Developing excellent human resource quality in attitude and value, performance, knowledge, and managerial skills.
- Improving the management system of integrated facilities and infrastructure.

³ In the following: FISIP.

⁴ Bela Negara became Indonesian policy in October 2015 through the [2015 Defence White Paper](#). A three-step Action Plan was developed. The first step of implementation is the “dissemination, harmonisation, synchronisation, coordination, and evaluation” of Bela Negara, which is broken down into twelve actions and bulleted standards of evaluation. These actions include the creation of instructional modules for Bela Negara programmes, organising national consultation meetings and conferences, **designing curricula**, forming coordination and evaluation bodies, and planning multi-tiered cadre training programmes.

⁵ Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

- Advancing institutional cooperation with stakeholders both domestically and internationally.

UPNVJT strives to deliver its mission, both nationally and internationally. It strategically boosts its international outreach by offering various programmes such as joint-research, joint-teaching and hosting international students. UPNVJT has permanent cooperation with universities and education institutions abroad, for example, with Murdoch University Australia, Pearson Education and universities in Asia and South-East Asia regions. UPNVJT recently established a mutual cooperation with UiTM – Malaysia (Kelantan and Sarawak) by which several study programmes have already conducted virtual joint-teaching collaborations. UPNVJT is an associate member of ASEAN Universities Network for Quality Assurance (AUN-QA) as well as a member of WAEJUC (Western Australia- East Java Universities Consortium). This is in line with UPNVJT strategic plan for 2020-2024 to increase its competitiveness in the Southeast Asia (ASEAN) area. UPNVJT is an “A” status institution (superior) declared by the National Accreditation Board (BAN-PT). For the best practice of quality assurance system, UPNVJT has been applying ISO 9001:2015 and the internal quality assurance system with PDCA principles.

Further development of the programme, statistical data, and evaluation results

The Bachelor programme Public Administration was established in 1994 under the Faculty of Administration which later became the Faculty of Social and Political Sciences. Since its establishment, Public Administration has been attracting a large number of students each year. Public Administration also successfully gained “A” status (the highest national accreditation status by the BAN-PT / National Accreditation Board). Previous recommendation from the last cycle of national accreditation suggested to recruit more lecturers to meet the students – lecturers ratio. As a result of that, Public Administration recruited eleven new lecturers (2020-2021) with a minimum of post-graduate degree (Master degree) as well as renovated the laboratories to support the students’ practical needs. Five lecturers are in the process of finishing their doctoral degrees.

The Department of Public Administration constantly evaluates its curriculum by regularly inviting alumni, stakeholders, and education consultants. This change was mandated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek) which recommended higher education institutions in Indonesia to refresh their curriculum to meet the national and global demands by offering more elective, multi-disciplinary courses as well as increasing its strategic partnership with other institutions. Such an approach is entitled as “Independent Campus, Freedom to Learn” curriculum.

Table 1: Statistics of the Public Administration

		2020	2019	2018	2017
Study Places		250	225	194	152
Applicants	∑	2372	2253	2862	2180
	f	1257	1329	1659	1351
	m	1115	924	1203	829
Application rate in %		948.80	1003.33	1474.26	1434.21
First-Year students	∑	248	253	172	140
	f	142	161	96	74
	m	106	92	76	66
Rate of female students in %		57.2	63.6	55.8	52.8
Foreign students	∑	0	0	0	0
Percentage of occupied study places		99.20	112.44	88.66	92.11
Graduates	∑	105	86	78	73

	f	72	48	43	41
	m	33	38	35	32
Average duration of study		4	4.2	4.5	4.4
Average grade of final degree		3.70	3.75	3.60	3.60

According to UPNVJT, the average dropout rate comes to 11.75 % per year, based on the calculation that Bachelor students are allowed to study up to 14 semesters. Therefore, dropout rates are determined after the end of seven years.

Appraisal:

The panel notices that the study places of the Public Administration programme are sought by many applicants. The high application rates guarantee that almost all study places can be occupied. The average duration of study seems satisfactory although some students use the possibility to extend their study up to seven years. On the other hand, the overall low dropout rate verifies the successful concept of the programme.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The Bachelor programme Public Administration is developed based on the Qualification Framework of Indonesia (KKNI), corresponding to level 6 (out of 9 qualification levels) that is similar to level 6 of the European Qualifications Framework (EQF). Students must obtain a minimum of 144 sks credits or a maximum of 145 sks⁶ credits before graduating with a Bachelor of Public Administration. Programme Learning outcomes are designed in compliance with professional associations, the National Qualification Framework (KKNI), and national accreditation bodies while also accommodating stakeholders' inputs.

Bachelor degree of Public Administration objectives are described as follows:

- To produce Bachelor graduates who are able to master, to improve and to apply principles of public administration to meet the needs of professional requirements.
- To produce Bachelor graduates with technical competencies and advanced expertise in the fields of Public Policy and Public Managements both in academic and practical domains.
- To produce graduates who are capable and sensitive to problems that occur in society and can solve alternative problems effectively and efficiently.
- To produce graduates who are insightful and competent in social science research and their research improves the quality of society.
- To produce graduates with comprehensive analytical, critical, multidisciplinary perspectives who are able to work independently and in teamwork.
- To produce graduates with creative and innovative thinking with entrepreneurial spirit.

The graduates' profiles of Bachelor Degree of Public Administration are as follows:

- Policy and Regulatory Analyst,
- Public Relations and Public Sectors Management,
- Human Resources Manager,
- Academia and researchers: academic lecturers, researchers, government employees and in NGO activists in the field of media and humanities,
- Entrepreneurs in media and creative industries,
- Professionals in Non-Profit Organisation.

The learning outcomes for Public Administration are focused upon four aspects: attitudes, knowledge, general skills, and specialised skills. Attitude aspects have been set by the National Education Framework of Indonesia (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI, while also being informed by the stakeholders, professional associations, and education consultants. Graduates shall be able to master public administration both in theory and practice.

⁶ This Indonesian credit system will be explained in Chapter 3.2

The Public Administration programme is continuously updated oriented at the professional requirements. The curriculum is organised by involving the Dean Board, internal stakeholders consisting of lecturers and students and alumni. In this way, the curriculum is aimed to be suitable for the needs of society and scientific developments in the field of public administration. Additionally, the curriculum development is accompanied by the Indonesian Association for Public Administration (IAPA). Through this forum, the IAPA may recommend improvements to further develop the curriculum.

Appraisal:

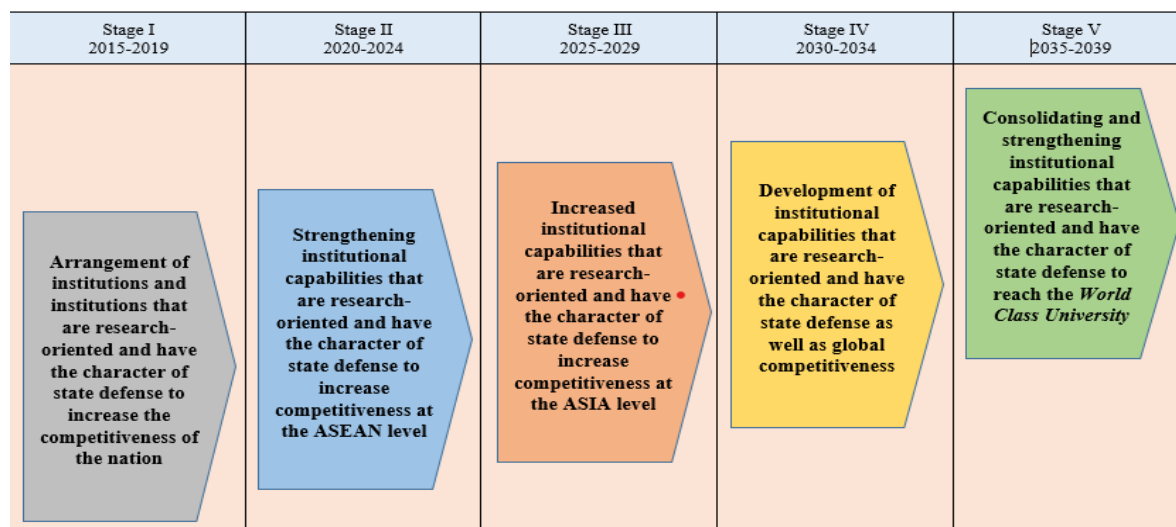
During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market. This confirms that the objectives of the programme at hand meet the expectations of employers. The qualification objectives are explained and convincingly presented in relation to target group, targeted professional fields, 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 qualifications framework of Indonesia.

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

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

Indonesia is a multicultural country with 274 million inhabitants on more than 17,500 islands and with different religious orientations. As shown in the strategic diagram below, UPNVJT strives to increase its competitiveness at the ASEAN level (South-East Asia regions) by 2024. Therefore, the University actively engages in the international academic community in various aspects: teaching, research, and community service. This engagement is coordinated under the International Office and Executive Secretary (io.upnjatim.ac.id). In the teaching aspect, the University in general supports joint-teaching with partner universities, welcoming international students, and other international programmes (student exchange, cultural exchanges, and students’ international competitions). In the research aspects, UPNVJT supports international joint-research, organising international academic conferences, and other research-based activities.

Table 2: UPNVJT strategic orientation



At the faculty and programme level, the international orientation is implemented specifically in teaching and research activities. UPNVJT is part of the WAEJUC (Western Australia East Java University Consortium); therefore, each year, UPNVJT hosts an intercultural exhibition with students from Western Australian universities.

Public administration graduates are expected to work as professionals or practitioners of public administration. Therefore, in an increasingly globalised world, this study programme has designed its curriculum to meet international demands. Several new modules such as Public Policy, National Resilience, E-Government, and Disaster Risk Management were introduced since 2017 and are available as mandatory and optional (in response to the traditional Indonesian Association Public Administration and stakeholder meetings) to prepare students for work in increasingly digital, multi-platform, and cross-border job demands. In some activities, public administration seminars invite persons from other universities or experts from abroad and encourage public administration lecturers to publish their research results in international journals.

Appraisal:

The programme 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 programmes

There are three state universities in Surabaya that offer public administration programmes, UPNVJT included. Also, Public Administration is one of the favourite majors in the arts-humanities/social sciences. According to UPNVJT⁷, this study programme has a good national reputation with its “A” national accredited status. Each year since its establishment, Public Administration has welcomed around 200 to 300 students⁸. Having been established since 1994, UPNVJT trained many graduates in public administration and by that, it has strong alumni bonds. The programme regularly invites prominent alumni and stakeholders to curriculum workshops. Through this forum, alumni and stakeholders can recommend improvements in the curriculum development.

Particularly for three fields (government, private companies, and Non-Government Organizations), Public Administration graduates have a promising perspective find a job. They can also work in industry or in a variety of entrepreneurial organisations as Public Administration is a multi-purpose discipline.

UPNVJT established five key areas which are in line with the Government of Indonesia development goals. These five key areas have been outlined in the University Strategic Plan (Renstra) for 2021-2026. The five areas are: 1. Food and agriculture, 2. Biotechnology, 3. Energy 4. Information and Communication Technology and 5. Social Humanities. Social humanities research furthermore puts attention to the development and emergence of creative industries, creative economy, and creative labours. Therefore, Public Administration falls under the themes of Defence, state infrastructure, and economic empowerment, hence prioritised as the core mission and strategic plan of the University.

Appraisal:

The reasons given for the positioning of this study programme in the educational market are plausible. The panel acknowledges the fact that the application figures exceed by far the study places that the UPNVJT can offer for this programme.

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Also, the University thoroughly analyses the job market for graduates on a continuous basis and comprehensively incorporates the results in the study programme. The Faculty regularly tracks the chances of graduates on the job market in contact with the alumni network.

The study programme is convincingly integrated into the HEI’s overall strategic concept of a Bela Negara campus. The study programme’s qualification goals are in line with the HEI’s mission and strategic planning.

⁷⁷ See Self-evaluation report (SER) p. 7.

⁸ See statistics above.

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

2. Admission

The admission to State Universities in Indonesia is regulated by the Government (Ministry Decree 60/2018). Based on this, the University follows a Rector's Decree with "Guidelines for admission of new students" that complies with the Government regulation. Also, the Rector's Regulation for Undergraduate Education includes directions for admission. The admission test of state universities in Indonesia has three paths: SNMPTN, SBMPTN and independent pathway.

The SNMPTN is a National Selection University Entrance Test. SNMPTN is the selection for the best students in high schools. This selection is implemented before the high school graduation. The selection committee is appointed by the Ministry. The prevailing high school accreditation status is also taken into the consideration.

The SBMPTN (Joint Selection University Entrance Test) is a computer-based national test organised by the Ministry for all prospective students on the same day.

The University also has the option for an independent pathway, called Mandiri Selection. Each state university is given authority to decide the quotas for prospective students (under SNMPTN and SBMPTN). Each state university can also within its rights organise its own selection.

UPNVJT has set the quotas for students acceptance in the percentage of minimum 20% for SNMPTN, 40% minimum for SBMPTN and 30% maximum for Mandiri Selection. The procedure for the Mandiri Selection is regulated under the above-mentioned Rector's Decrees. All public universities in Indonesia must report their admission process and results afterwards.

UPNVJT has a website (Unduhan – PPMB (upnjatim.ac.id) to provide information to prospective students, with a special dedicated email (maba@upnjatim.ac.id) and online helpdesk to address any issue during the admission process. This website provides information, including the quotas for each study programme. Furthermore, UPNVJT organised "Edufair 2021" which is being streamed on YouTube, Instagram, and Campus Television in order to directly connect to prospective students. To ensure equal opportunity for disadvantaged students, scholarships are awarded on all admission pathways (SNMPTN, SBMPTN and independent pathway). Scholarships can be awarded on national-level (organised directly under the Ministry), and on the university levels (UPNVJT). During the online conference students and alumni welcomed this support and underlined the importance of scholarships for students.

Also, the selection procedures for SNMPTN and SBMPTN are regulated nationally by the Ministry (Mendikbud-Ristek). Therefore, UPNVJT follows the decided procedures. The selection procedures for the independent pathway (Mandiri) are regulated through the Rectors Decree of Prospective Students Admission and in the Rector's Academic Regulation for Undergraduate education⁹. These decrees especially prescribe accreditation status,

9) See „Selection Art. 8“.

capacity, registration time, admission requirements, selection process, tuition fees, payment procedures, data verification, and re-registration procedures (registration).

The requirements for English skills are regulated in the Rector's Decree of Academic Regulations¹⁰ based on legal stipulations from the Government which stated that "undergraduate students are required to have good English proficiency in accordance with the minimum international or institutional standards." An English proficiency test is integrated as part of SNMPTN, SBMPTN and the independent pathway (Mandiri). Therefore, new students have to have basic English skills and are required to conduct initial English proficiency tests at the UPN "Veteran" Language Centre in Jawa Timur.

As part of the curriculum, there are two courses, "English 1" and "English 2", that are mandatory for every student. They need to be completed within the first year of study. Furthermore, before they submit the final project (thesis) students must proof their English proficiency as a condition with a minimum score: International Certificate JETSET Level 4; Pearson-LCC1 - UK (equivalent to IBT-TOEFL 57-86) or Institutional Certificate English Proficiency Test / EPT 450 - LC-UPN "Veteran" Jawa Timur (equivalent to ITP-TOEFL 450).

The result and decision of the various admission tests (SNMPTN, SBMPTN and independent pathway) can be directly accessed through the national website (<http://snmptn.ac.id> and <http://www.sbmptn.ac.id/>). The result from the independent pathway entrance test is transparently communicated through a dedicated one-gateway portal (PPMB – Pusat Penerimaan Mahasiswa Baru UPNV Jatim (upnjatim.ac.id)). This one-gateway portal also contains additional information about the study programmes (quotas, tuition fees, registration procedures).

Appraisal:

The panel has the view that the admission requirements are clearly defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn also for a personal dialogue, to a student counselling service per special dedicated email, or to an online helpdesk at the university, for clarification of specific questions, of personal aptitude or of career perspectives.

The selection procedure which is applied to all study programmes is transparent and ensures that qualified students are admitted.

The admission requirements for new students on language proficiency in English can be low. Only before submitting the final thesis students have to proof a level of sufficient English knowledge. The University offers preparatory language courses (English 1 and 2) that may help ensure that students are able to successfully complete the study programme. As these regulations are based on Government rules the panel got the impression that the students can cope with these requirements, also when it comes to English literature that they have to read during their studies. Nevertheless, the panel recommends the UPNVJT intensifying the preparation of English language skills by additional courses, especially for Business English.

¹⁰ See Art 15.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master 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

All HEIs in Indonesia implement outcome-based education (as regulated under the legal requirements of the Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNl), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI / study programme. This curriculum is entitled by the Ministry as “Independent Campus: Free to Learn (MBKM)” since it promotes higher student mobility and off-campus learning.

The four aspects of learning outcomes must be achieved by the end of the studies. The four aspects of learning outcomes are described as follows:

Table 3: Four aspects of learning outcomes

Aspects	Learning Outcomes
Attitudes	<ul style="list-style-type: none"> ● Devoted to God Almighty and able to show a religious attitude ● Upholding human values in performing duties based on religion, morals and ethics; ● Contributing to improving the quality of life in society, nation, state, and advancement of civilisation based on Pancasila; ● Acting as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state and nation; ● Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others; ● Work together and have social sensitivity and care for the community and the environment; ● Obeying the law and discipline in social and state life; ● Internalising academic values, norms, and ethics; ● Demonstrate an attitude of responsibility for work in their field of expertise independently; ● Internalising the spirit of independence, struggle, and entrepreneurship; ● Values of defending the country in social life.
Knowledge	<ul style="list-style-type: none"> ● Mastering theoretical concepts of administration, organization, bureaucracy, public policy, public services, organizational behaviour, state finances, administration reform, and public governance; ● Mastering general theoretical concepts in political science and social theory; ● Mastering the principles and principles of macroeconomics, state administrative law, risk management, and public administration ethics; ● Mastering qualitative and quantitative research methods, at least survey methods, field research, case studies, document studies, and policy research; ● Mastering the principles and techniques of persuasive communication, both oral and written;
General Skills	<ul style="list-style-type: none"> ● Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays

	<p>attention to and uses humanities values according to the field of expertise;</p> <ul style="list-style-type: none"> ● Able to study the implications of the development or implementation of technological science that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics to produce solutions, ideas, designs, or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final project report, and upload it on the college page; ● Compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the college page; ● Able to make decisions appropriately in the context of problem solving in their area of expertise, based on the results of information and data analysis; ● Able to maintain and develop networks with mentors, colleagues, peers both inside and outside the institution; ● Able to be responsible for the achievement of group work and to supervise and evaluate the completion of work assigned to workers under their responsibility; ● Able to conduct the self-evaluation process of the workgroup under their responsibility, and able to manage to learn independently and ● Capable of documenting, storing, securing and recovering data to ensure validity and prevent plagiarism.
Specialised Skills	<ul style="list-style-type: none"> ● Able to demonstrate independent quality and measurable performance. ● Able to be responsible for the achievement of group work results and to supervise and evaluate the completion of work assigned to workers under their responsibility.

The curriculum in Public Administration consists of 60 courses / modules in 8 semesters: national compulsory modules, faculty compulsory modules, Public Administration compulsory modules, specialised field modules and elective modules.

In the final year, students must produce a scientific publication. They also must write their thesis to be able to complete their studies.

The curriculum is based on the provisions of “Law Number 12 of 2012 on Higher Education” and on the National Higher Education Standards. Included are two English courses English 1 and 2. Covered are among others the following subjects: political sciences, public administration, social sciences, religion, social statistics, organisation theory, public governance, principles of management, geopolitics and natural resources, civics, social research methods, development planning, administration law, tax law, fiscal policy, state finance administration, public service management, digital governance, ethics of public administration, leadership, decision making, policy communication, conflict management, population policy, anti-corruption and integrity studies.

The Public Administration curriculum contains courses that provide a choice of specific competencies or additional skills, namely on policy competence and public management. In this context during the third year of study the programme offers an “Excursion Study” on Leadership, Public Service Management and Human Resource Management in the public sector.

In the latest development, the Public Administration curriculum was modified by adapting the new provisions related to the Free Learning Campus initiated by the Ministry of Education and Culture of the Republic of Indonesia.

Table 4: Curriculum of the Public Administration programme

Modul No.	Title of Module / Course Unit	ECTS credits per Semester							
		1.	2.	3.	4.	5.	6.	7.	8
M1	Introduction of Political Science	4.8							
M2	Introduction of Public Administration	4.8							
M3	Social Science and Cultural Basics	4.8							
M4	Religion (Islam, Christian, Katholik, Hindu, Budha, Konghucu)	3.2							
M5	Pancasila Education	4.8							
M6	Education of Bahasa	3.2							
M7	English 1	3.2							
	2nd Semester								
M8	Introduction of Social Statistic		4.8						
M9	Organization Theory		4.8						
M10	Bureaucracy and Public Governance		4.8						
M11	Principle of Management		4.8						
M12	Geopolitics and Natural Resources		3.2						
M13	Organizational Behavior		4.8						
M14	Civics		3.2						
M15	English 2		3.2						
	3rd Semester								
M16	Social Research Methods			4.8					
M17	Public Administration Theory			4.8					
M18	Development Planning			4.8					
M19	Administrative Law			4,8					
M20	Digital Governance			4,8					
M21	State Finance Administration			3,2					
M22	Education of State Defense			4,8					
M23	Office Management			4,8					
	4th Semester								
M24	Entrepreneurship				4.8				
M25	Tax Administration				4.8				
M26	Development Administration				4.8				
M27	Public Policy				4.8				
M28	National Resilience				3.2				
M29	Supervision and Control of Development				3.2				

M30	Public Service Management				4.8				
M31	Indonesia Political System				3.2				
M32	Ethics of Public Administration				4.8				
5th Semester									
M33	Leadership				4.8				
M34	Public Administration System				4,8				
M35	Administrative Research Methods				4,8				
M36	Decision Making				4,8				
M37	Public Sector Human Resources Management				4,8				
M38	Political Economy				4,8				
M39	Internship				3,2				
M40	Seminar on Public Administration Issues				4,8				
M41	Public Relations				3,2				
6th Semester									
M42	Excursion Study (Leadership, Public Sector HRM, Public Policy, Public Service Management, P3)							3,2	
M43	Policy Communication and Advocacy							4,8	
M44	Policy Anylisis							4,8	
M45	Strategic Management of Public Sector							3,2	
M46	Conflict Management							3,2	
M47	Local Government Administration							3,2	
M48	Political Representation and Behavior Legislative							3,2	
M49	Seminar on National Resilience Issues							4,8	
M50	Internship							3,2	
M51	Asset Management							3,2	
7th Semester									
M52	Thesis								9.6
M53	Social Empowerment								3.2
M54	Tourism Policy and Creative Economics								3.2
M55	Types of Capital and Components in the Creative Economy								3.2
M56	Population Policy								3.2
M57	Ethnicity, Multiculturalism and Social Change								3.2
M58	Disaster Risk Management								3.2
M59	Anti-Corruption and Integrity Studiess								3.2
8th Semester									
M60	Fiscal Policy								3.2
Total		29	34	37	38	40	37	32	3

The name of a study programme in Indonesia is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek). The name Public Administration has been used permanently since 1994. With the complexity of public organisations, the public administration curriculum continues to evolve to meet the complex conditions of public organisations.

Students must acquire competent skills. They also must learn theory and produce written publications (journal articles) in addition to thesis writing. Therefore, the “freedom to study – freedom campus” curriculum facilitates and seeks to balance the integration of theory and practice. Students study social research methods, public administration theory, and public policy analysis, as well as more practical courses such as Office Management. Also, starting in the third year, students can choose up to half a year off-campus to take part in the "Freedom of Learning" programme, such as an internship that is converted to 20 credits (32 ECTS) in the field of Public Organizations (local government or state companies such as BUMN / BUMD).

During the online conference lecturers and students underlined that in the courses case studies and practical examples are essential parts of teaching and learning although the case studies are not mentioned in the course descriptions.

The Public Administration curriculum enables students (in their third year) to pursue interests outside the study programme. They can register for courses at other universities or can take elective courses from other faculties and universities. The administration of BUMN / BUMD, for example, has been attended by 50 interdisciplinary students throughout Indonesia. Public Administration students also take several courses related to the science of non-public administration at other public universities.

UPNVJT starts ethics learning from the first semester onwards with compulsory courses such as Civics and Education of State Defence Courses. Both courses focus on ethical obligations and standards of conduct on ethical citizenship. Furthermore, some Public Administration courses deepen the students’ knowledge of professional ethics: There is a course on Public Administration Ethics which elaborates ethical and moral aspects of the profession such as ethics for government employees and the private sector. Students’ code of conducts is regulated in the student handbook which will be given once the students are officially registered in UPNVJT.

In regard of the final thesis, students must submit their work in Turnitin software to ensure the originality of their reports. The student Code of Conduct is published in the student handbooks which will be given once the students are officially registered in UPNVJT as well as in the Academic Guidelines of the Faculty of Social Science.

Methodological competence is delivered through research methods courses. Such courses are introduced from the first year and offered in each semester.

Table 5: Research methods courses

Courses	Semester	Requirements
Introduction to Social Statistics	2nd	-
Social Research Methods	3rd	Introduction to social statistics
Qualitative Research Methods	4th	Social Research Methods
Quantitative Research Methods	4th	Social Research Methods
Communication Seminar / Thesis Proposal	5 th , 6 th	Qualitative and Quantitative Research Methods
Thesis	8th	Proposal Seminar

Students examinations in Public Administration follow the Rector's Academic Regulation for undergraduate Education¹¹. The examinations consist of a combination of mid-term exam, final-term exam, assignments, practice (labs work), quizzes and other formats that are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). They are characterised by a wide variety of test formats (observation, projects, written exam and / or oral exam).

The final thesis could be elaborated as research report (regular thesis) or in other formats (academic journal publication with equal weight as regular thesis). Additional prerequisites are that the students have passed the Research Method Course and have shown an English language equivalent to TOEFL 450.

A regular thesis will be examined in the viva exams, whereas students who opt for journal publication form will be exempt from the viva exam (additional requirements following journal's reputation) and write reports instead. Furthermore, the regular thesis is examined based on two criteria: thesis content and presentation. The thesis content is evaluated following several criteria: the accuracy of theories, research methods, result and analysis, whereas a presentation is measured under the solidity of argument during the viva exam and self-composure during the examination. Students must produce a minimum of 60 pages of research report (thesis) during their final semester.

Appraisal:

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

Moreover, the panel has the view that the contents of the courses consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourses and practical applications complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies students for interdisciplinary thinking.

The panel welcomes that several courses imply ethical training. General aspects of studies are communicated with the Code of Conduct (especially on academic integrity).

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel welcomes those methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-

¹¹ As of 9/2020, see Art. 28 to 30.

oriented work and for applying those skills in practical work. This further improves the methodological level of the programme.

The panel notices that the midterm exams, as far as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements, laid down in detail in the legally binding Rector's "Academic Regulation for Undergraduate Education," are in accordance with the desired qualification level. It gives detailed information on different forms of assessments of learning outcomes, about the score structure and the assessment components.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)		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

Projected study time	4 years
Number of Credit Points (CP)	144 sks credits = 230 ECTS credits (min.) 160 sks credits = 256 ECTS credits (max.)
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	60
Time required for processing the final thesis and awarded CP	Six months 10 ECTS credits
Number of contact hours	3696 h

The Public Administration programme comprises four study years with eight semesters. Students must take a minimum of 144 sks credits and a maximum of 145 credits to be able to graduate from Public Administration. 144 sks credits correspond to about 230 ECTS credits.

Sks is an Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). One sks consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (1 semester has 14 weeks). Whereas ETCS credits refer to the whole semester sks are counted per week. Therefore: 1 sks = 170 mins X 14 weeks = 2380 minutes (39.7 hours). 1 ECTS equals between 25 and 30 hours, which means the credit equivalence is 1 ECTS corresponds to about 1.6 sks credits.

Table 6: SKS credits to ECTS credits conversion

sks minimum to graduate	ECTS conversion	workload
144 sks credits	230	144 X 39.7 = 5.717 hours of study

The curriculum consists of 60 mandatory courses including optional (elective) courses, competence/concentration courses, fieldwork practices, KKN (Community Service), research proposal seminars, and thesis. The courses are divided into the following groups:

Compulsory courses (compulsory university, faculty, study programmes) and competency courses are scheduled to be taken from the 1st to 5th semesters. Elective courses can be taken from Public Administration and other faculties and universities which support programme learning outcomes. Each course on average contains 3.2 to 4.8 ECTS. Students can take up to 38.4 ECTS per semester and in total will require 230 ECTS when graduating in their final year. Students choose as many courses as they need for the minimum of 144 sks (230 ECTS) credits up to the maximum of 160 sks (256 ECTS) credits. There is room for about six to eight elective courses in the whole programme that students can choose.

Compulsory courses are a must, while specialised fields could be taken in the third year and can be replaced by an MBKM internship up to six months in partner organisations with a workload up to 20 sks credits¹² although this is not mentioned in the curriculum. The MBKM internship is based on MoUs and collaboration between faculties and government institutions or the private sector. Therefore, MBKM Internships are usually more selective than regular ones because faculties and organizations actively select their own interns, such as through interviews. Cooperate partners are e.g., government institutions (Population and Civil Registration Agency and State-Owned Enterprise).

When commenting on the report at hand the Study Programme Coordinator of the Public Administration programme explained that the Independent Campus: Free to Learn (MBKM) internship takes up to six months with a workload of 20 sks credits / 32.2 ECTS credits. The programme presented in particular a modified curriculum in the Academic Guidelines that shows seven courses of the semesters 5 and 6 (compulsory courses and elective courses) as marked for a possible conversion for an internship in public organisations and another seven courses for a respective internship in private organisations. Students opting for the MBKM internship must select those courses to be replaced by the internship with a respective number of credits. The statement of the programme does not explain how the learning outcomes of the (replaced) courses can be balanced with those of an internship.

¹² See UPNVJT's "Internship Program Guide Based on Freedom Curriculum ", chapter 2: "The duration of the internship for each student within 6 months is recognized as equivalent to 20 credits."

There are differences between 2019 curriculum compared to 2020 “freedom curriculum” version:

Table 7: Differences between the curriculum of 2019 and 2020

	2019 curriculum		2020 curriculum	
	Number of courses	sks (credit semester)	Number of courses	Sks (credit semester)
University Compulsory	10	27	11	21
Faculty Compulsory	6	17	3	12
Programme Study Compulsory	8	24	25	70
Competence / concentrations	22	69	27	76
Electives / pilihan	17	51	10	29
Total	63	188 sks	76	208 sks
Minimum to graduate		144 sks		144 sks

The courses are explained in descriptions in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer, teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credit points (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (Indonesian or bi-lingual Indonesian-English) is mentioned. In addition, the Academic Guidelines contain short content descriptions of each course at a more generic level.¹³ Not included are relevant exams and test formats in the syllabi of each course. However, the assessments of learning outcomes including the thesis are regulated in the Rector*s Academic Regulation for Undergraduate Education.¹⁴

Generally, students can study a period abroad¹⁵, with approval from the faculty, although the curricula do not foresee mobility windows. In practice for the time being almost no student leaves the University for studying abroad for a period. Credits that students are awarded abroad will be recognised if the foreign course is equivalent to the course contained in the Public Administration curriculum¹⁶.

The Marking policy follows the table with grades between A and E:

Table 8: Grading table

Score in Number	Score in Letters	Grade Points
≥80 - 100	A	4.00
≥76 - < 80	A-	3.75
≥72 - < 76	B+	3.50
≥68 - < 72	B	3.00

¹³ See p. 83 ff.

¹⁴ See Art. 28, 29 and 30.

¹⁵ See Academic Regulation for Undergraduate Education Art 42 ff.

¹⁶ See Academic Regulation Art 31, 32.

≥64 - < 68	B-	2.75
≥58 - < 64	C+	2.50
≥56 - < 58	C	2.00
≥46 - < 56	D+	1.50
≥42 - < 46	D	1.00
0.0 - <42	E	0.00

Students pass the course if they get a minimum grade of C. Students who get D+, D and E must repeat the courses and exams in the following semester.

During the time of studies, students will be evaluated several times.

The above-mentioned study and exam regulations are legally binding and contain all necessary rules and procedures and take into account, where applicable, national requirements.

Students are provided with service facilities and guidance from the lecturer. The feasibility of students' workload is continuously assessed by the programme director, in discussions with students representatives and in the context of student evaluations. During the online conference students and alumni made clear that the UPNVJT and faculty take care not to overburden the students and to ensure that suitable support and counselling services are at students' disposition. The University also takes into account the dropout rates. The student feedback sheets do not include questions on course workload.

Gender equality is embedded in UPNVJT's institutional culture and principles, and at present, more than 60 % of students are female. Also, about 50 % of the lecturers are female.

Disabled students are given access (special pathway) in the buildings as well as any forms of affirmative action, for example, in the examination process and standards of markings and evaluation. UPNVJT has guaranteed that its entrance test is non-discriminatory. UPNVJT also provides scholarships for disadvantaged students. They can use the possibility of an academic leave (childbirth, illness, other obstacles that cannot be avoided). The respective period of academic leave does not count as a period of study.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed information on intended learning outcomes and other information. In addition Rector's and Faculty regulations give descriptions on programme elements. However, the panel recommends substantiating the relevant exams and test formats in the syllabi of each course.

Also, the panel has the view that the MBKM type of possible internships has not been integrated into the curriculum in a convincing way.

The panel members have taken into account the modified curriculum as well as the Academic Guidelines on the programme modifications as part of its comments on the report

at hand. Although the panel appreciates the programme management's reaction to also imply the MBKM internship into the curriculum and the Academic Guidelines several aspects are still not clarified such as: Can the programme structure stay unchanged despite the possibility that even core courses can be replaced by the long internship? Will for each student opting for an internship the learning outcomes of the replaced courses be ensured? Does a compulsory course such as Public Sector Human Resources Management have the corresponding learning outcomes as an internship in private organisations and therefore, it could be replaced? Those questions must be clarified by the Public Administration programme before accepting a modified curriculum. Therefore, the panel recommends the following **condition**:

The University

- a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached.

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 programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students get individual assistance in special circumstances.

	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)				Condition	
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

The UPNVJT prescribes the learning and teaching methods especially in Art. 25 of the Rector's Academic Regulation for Undergraduate Education. Learning methods have to be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. The student-centred learning (SCL) method shall include problem-based learning, project-based learning and interactive learning skills with group discussions, role playing and simulation. This applies to all study programmes.

Therefore, in the Public Administration programme each course is designed in relation to what the students will gain, learn, master, and produce by the end of the course, which in turn is coherently measured to the programme learning outcome (PLO). The Covid-19 pandemic requires lecturers to adopt a fully online platform (ilmu.upnjatim.ac.id) to organise materials, assignments as well as conducting video conferences. Learning process in Public Administration could be divided into on-campus learning and off-campus learning. Campus learning usually consists of a combination of student-centred learning and teacher centred learning. Public Administration practices for off-campus learning as learning-methods:

Table 9: Learning methods

Teacher Centred Learning	Class Teaching, Demonstration, Practices
Student Centred Learning	Case study and problem-based learning: discussion of specific scenarios that resemble or typically are real-world examples.
	Task-based learning resolves upon completion of structured tasks.
	Interactive skills: discussions, role-playing, simulation.
Off Campus Learning	Student exchange, internship, administration services - field work, research, entrepreneurship, independent projects, humanities projects.

Course materials in the Public Administration programme are elaborated in different forms such as conventional text-books and monographs, power points presentations, e-book, scientific journals, tutorial videos, audio recordings, video recordings. All materials are oriented towards the achievements and completion of programme learning outcomes. The UPNVJT e-learning portal (www.ilmu.upnjatim.ac.id) has been used more intensively during the pandemic, where students accessed all materials from their lecturers. Students stored assignments and delivered exams in this portal while lecturers could deliver feedback. There is a video conference technology where online lectures could be organised in real time. The panel took the opportunity during the online conference to get access to the internal digital ILMU platform.

Lecturers must provide students with the syllabus in the beginning of the courses. Generally, lecturers ask for compulsory readings and recommended readings as well as upload the materials in the e-learning platform. In addition to that, lecturers usually provide presentation slides.

Guest lecturers from politics, administration, other disciplines and from other universities are an integral part of the programme. International and Indonesian guest lecturers were invited because of their research excellence as well as because of their professional credentials. They can provide new and broad knowledge to public administration students.

According to the UPNVJT senior students act as tutors for new students. Besides, the public administration student association has a department that can tutor other students. The departments they have are the interest and talent department, the strategic studies department, and the advocacy department. Each lecturer also acts as a tutor for several

students. A lecturer is given by 15-20 students, apart from being an academic supervisor and a tutor.

Appraisal:

The panel welcomes that the didactical concept of the study programme is based on University regulations and well described. It is plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up-to-date and digitally accessible for the students. The panel became convinced that the digital platform ILMU is user-friendly and encourages students to engage in further independent studies.

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.

Lecturing tutors support the students in the learning process and help them develop competencies and skills.

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

3.4 Internationality

Many courses in Public Administration have been designed to observe social phenomena not only in local and Indonesian context, but also at the international level. Students are expected to have a multi-perspective on social phenomena inside and outside Indonesia. The Community Service course (KKN) is part of a compulsory course where students are expected to work in remote villages outside Surabaya for at least three months. This experience will enhance students' skills to deal with diversity of culture outside the campus. This was underlined by the interview with students during the online conference.

The course on Public Administration Theories for example elaborates the traditional public administration theory, but also puts forward the latest development of theory. Therefore, students get complete understanding on the fluidity and ever-changing public administration.

Currently the Public Administration programme does not have any students from abroad. However, Indonesia consists of many ethnicities, religions, and values. Students come from several parts of Indonesia, and the student body reflects those values. The programme at hand believes that multiculturalism is Indonesia's strength and, therefore, discrimination in any form in UPNVJT will be punished accordingly.

The Public Administration programme does not include any lecturers from foreign countries. However, the programme has visiting lecturers from abroad who give lectures to students, such as from Waseda University (Japan), from the Mahidol University (Thailand) and from the De La Salle University (Philippines).

At university-level, the International Office (KISe) regularly organises international events such as learning English with natives, cultural exchange (students and lecturers) with Western Australian Universities and joint-programmes with partner Universities. Various international events and partnerships are available on KISe website (io.upnjatim.ac.id).

In all courses of the Public Administration programme lecturers use and recommend literature in both Indonesian and English. Moreover, the programme offers several courses bilingual (Bahasa Indonesia – English), such as Public Policy Analysis and Electronic Government. Also, the curriculum includes two courses on English language. However, the majority of courses is delivered in the Indonesian language.

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. However, the panel has the view that the programme in total should become more international because public organisations and industry have to deal with international subjects. Therefore, the programme rightly includes courses such as Geopolitics and Natural Resources, Digital Governance, Development Administration and Policy Communication.

Although the composition of the student body is not international but multi-cultural it corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Faculty has no international composition (teachers from different countries, teachers with international academic and professional experience). Although the University tries to intensify the internationalisation the panel recommends including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Nevertheless, as the programme as such has in some parts international contents the panel recommend including more training of the English language.

	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)

Multidisciplinary skills and competences in UPNVJT are reflected in the university and faculty compulsory courses, such as Education of Bela Negara, Civics, Leadership, Entrepreneurship courses. At the programme-level, the characteristics of multidisciplinary thinking and skills are provided in several courses:

1. Public Administration regular courses: Entrepreneurship, Policy Communication, Public Policy, State Finance Administration, Political Communication, Development Administration, Tax Administration, Conflict Management;
2. Inter-faculties and inter-universities courses: Starting from the 5th semester, students are encouraged to pick inter-faculties courses and inter-universities courses. The Ministry of Education has regulated that students are allowed to pick any courses (up to 40 sks credits) from Indonesian universities (the list of courses offered is published nationally);
3. Community service – fieldwork courses: this is obligatory in the 6th semester where students work in remote villages consisting of teams from other study programmes in UPNVJT;
4. Internship programmes: regular internship (1 to 2 months) and up to 6 months internship in various institutions and companies (MBKM). Students can choose between both types. The MBK internship is usually more selective since partner organisations actively select interns themselves.

Many courses require students to deliver presentations and in teams; therefore, students are getting used to working under different environments and situations.

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)

Public Administration has two specialised fields: Public policy and Public Management that could all be taken as blocking modules in the third years. These courses are all designed to meet the emerging competitiveness of the job market and meet the demands of Public Administration graduates.

As mentioned above, the regular internship practice requires that every student absolves a curricular internship. It is carried out within a minimum of one month. Also, in terms of increasing the students' employability, Public Administration has secured mutual cooperation with organisations and companies to offer students up to six months internship programmes¹⁷ (several are paid internships). The obligatory internships help students improve their communications, teamwork, problem-solving, and self-management skills. Some students' reports about their internship were presented to the panel.

At University level, UPNVJT has a Career Counselling and Entrepreneurship Center with its mission to help graduates compete in national and global job markets. Bachelor Degree of Public Administration regularly invited stakeholders and professionals to synchronise the market needs with the curriculum. The majority of Public Administration graduates work as policy analysts. They must provide policy recommendations and proposals to state governments, in many cases related to the urgency of interests and issues that need to be responded. Therefore, the design of the curriculum is always in line with the job market¹⁸.

Appraisal:

The panel welcomes UPNVJT's activities of promoting employability in terms of strong contact and collaboration with industry and organisations. In particular, the possibilities to absolve internships with a subject close to their studies can improve the integration of theory and practice as do adequate and suitable courses and extra-curricular initiatives. The students' reports on the internships verify that they get a useful insight into a company or organization.

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

¹⁷ See above chapter 3.1.

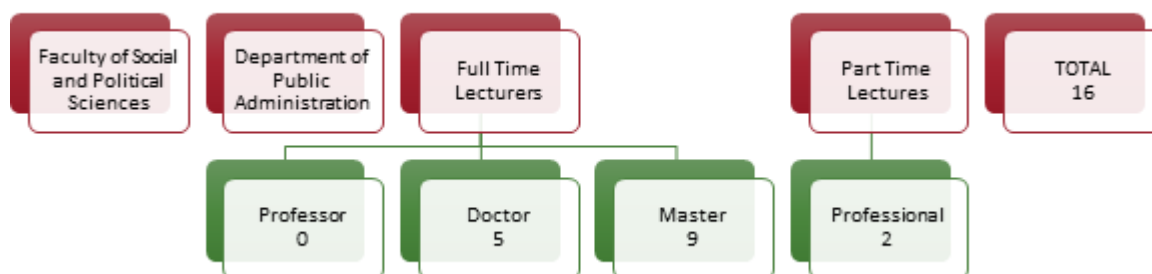
¹⁸ See SER p. 19

4 Academic environment and framework conditions

4.1 Faculty

Public Administration currently employs 15 full time lecturers and two part-time lecturers with minimum academic qualifications of Master's degree in Public Administration or relevant subject fields. Further details are as follows:

Table 10: Overview of the teaching staff



On average, each lecturer teaches between 10 and 15 credits (16-24 ECTS) per semester. Five faculty members hold Doctoral degrees and three are undertaking Doctoral degrees.

Lecturers are appointed by the government or the management body of the University.¹⁹ The minimum qualification for lecturers in Public Administration is a Master degree. Six faculty members out of 15 hold Doctoral qualifications and currently one faculty member is in the process of obtaining his Doctoral degree. The remaining faculty members obtained their Master and Doctoral degrees from universities in Indonesia: Universitas Gadjah Mada, Universitas Brawijaya, and Universitas Airlangga. Part-time lecturers are being recruited not only because of their Master degree qualifications, but also because of their professional background in the industry.

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education²⁰. Beside conducting lectures they have to plan the learning process, to conduct assessments of learning outcomes, report on activities of students in higher education at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and to conduct certain management functions.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). With the exception of new lecturers, all Public Administration faculty members hold this national certification for lecturers. Beside Serdos, there are other teaching certifications, Pekerti (foundational teaching certification), AA (applied approach/advanced teaching certification), that can be taken each year and are funded by the UPNVJT. This helps lecturers design, manage, execute, organise, and evaluate their courses and teaching methods. Moreover, several faculty members have been certified as national competency assessors for Junior PR.

¹⁹ See Art. 69, 70 of the Law number 12, 2012 on Higher Education.

²⁰ See Art. 34

Some lecturers have experience especially in the field of public service. They are on duty at the East Java Ombudsman whose function is to oversee the implementation of public services organised by the government. There is also one lecturer who will be the Mediator Judge at the Sidoarjo District Court. The experience is helpful and is directly related to several subjects such as public service and public policy. Part-time lecturers were recruited based on their specific skills and professional achievements to combine theory and practice.

Faculty members are expected to cooperate with each other and to have internal meetings at least twice per semester, making up for a minimum of three faculty meetings per year. Apart from teaching, the Ministry of Education has set the mission 'Tri Dharma,' or three main obligations of lecturers that includes teaching, research, and community service.

Based on university regulations, each research and community service project must include students; therefore, students are not only involved in the learning-teaching process, but also as a collaborator in research and community service teams.

Each student has an academic supervisor assigned by the faculty²¹. The academic advisor must hold a permanent position with a minimum qualification of Master degree. If the academic advisors are unable to perform their duties, the Faculty will assign a new academic advisor. The duties of supervisors include:

1. To guide students in planning his/her study and give consideration to the courses to be taken;
2. To approve study plan cards through the online system SIDOS;
3. To give insights and guidance about the number of credits to be taken;
4. To follow the development of students;
5. To help find solutions for students if the academic problems persist.
6. To motivate students to participate in the student body (Himakom) and other extracurricular activities (student communities).

A psychology counselling centre is available for students who struggle with their mental well-being. UPNVJT has a dedicated psychology centre with two psychologists to help students with difficulties. Usually, academic advisors will register the students and notify the centre.

The support of students by teaching staff also takes place beyond the classroom. Lecturers have regular office hours that are held at fixed times and by appointment. Students are also encouraged to contact them via email if they have urgent questions around a subject.

During the online conference students appreciated the intensive and effective support that they received from academic staff.

Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. All courses are supplied with lecturers. This is testified by a list of lecturers with their course assignments. The faculty's composition, consisting of full-time and part-time

²¹ See Academic Regulation for Undergraduate Education Art. 35

(visiting) lecturers, guarantees that both academic standards and requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI 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 programme. As faculty members must hold the Sardos certification the University can verify their qualifications. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. In particular with the training for AA and Pekerti 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 towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

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 panel welcomes in particular that by law every student has an academic supervisor whom he can ask for advice and who will help her / him in case of difficulties. Also, it became clear during the online conference that faculty members are available for the students outside the specified office hours. 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

Public Management is managed and organised by programme directors, who are supported by administrative staff and report to the Dean. The Dean is supported by three Vice-Deans for academics, human resources, and finance and for student affairs. Specifically, the programme directors' tasks include:

1. Guide students in planning his/her studies and consider the courses to be taken.
2. Approve study plan cards through SIDOS (online system).
3. Give insights and guidance about the number of credits to be taken.
4. Follow the development of students.
5. Monitoring and ensuring that the students he/she guided have reported the results of their studies to PD-Dikti (national database of students).
6. Help find solutions for students if the academic problems persist.

At faculty level, administrative affairs are managed and coordinated under the head of administrative staff. Whereas the administrative staff encompasses more than 300 members, at faculty level there are 13 collaborators working for faculty and students. The head of administrative staff (Kabag TU) is supported by the head of general affairs (Kasubag Umum), head of education and teaching affairs (Kasubag Dikjar), and head of finance (BPP). In addition to that, each study programme is supported by its own administrative staff. Two additional administrative staff members have been assigned to Public Administration. They help the programme coordinator in maintaining the teaching and learning on a day-to-day basis, such as: schedules and timetables, examination, and final thesis exams. UPNVJT has an integrated online e-system (Siamik and Sidos) to help the management of the academic process. Administrative staff are routinely being mentored and trained to enhance their skills.

Furthermore, UPNVJT provides integrated services for students. To improve the quality of its services, UPNVJT periodically conducts surveys to measure the public satisfaction. Complaints from students or public can also be delivered on the UPNVJT website and the REPORT application on the Ministry website.

Appraisal:

The panel noticed that the study programme and the activities of everyone involved are professionally managed and coordinated by the programme director. It is ensured 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.

Moreover, the panel welcomes that the administrative staff acts as a service provider for students and faculty. The interview during the online conference underlined that the administrative staff is highly motivated.

	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

The faculty has the view that strong alliances and strategic partnerships are needed for further developing the study programme. It is fully supported by its faculty members to seek collaboration in teaching, research, and community service. The Public Administration conducted benchmarks with other universities such as Sebelas Maret State University, Udayana University, and Diponegoro University. UPNVJT is also a member of the Western Australia - East Java Universities Consortium (WAEJUC), whose collaboration includes student exchanges and research collaborations.

Public Administration has established several collaborations with local governments, state companies, and the private sector to facilitate internship programmes. Furthermore, Public Administration also collaborates with the Village Government in East Java province, the East Java Ombudsman, and the Regional Work Units (SKPD).

Appraisal:

The scope and nature of cooperation with other universities from Indonesia and abroad relevant for the programme are plausibly presented. The agreements in terms of MoUs forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. Several activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme 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.

	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

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic UPNVJT made available to the panel numerous photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof²².

UPNVJT has classrooms that comprise on average 56 square metres for 40 students, a 64 square metres reading room, an administration room, and a discussion open space for students equipped with Wi-Fi free of charge, just as all communication labs aforementioned. There is also the language centre and health clinic.

Space for study and extra-curricular activities is provided. Facilities and infrastructure to support the talents and interests of students include three tennis courts, a football field, four basketball courts, four volley-ball courts, a swimming pool, rock climbing, futsal courts, a set of marching band instruments, a set of musical instruments (kulintang and campursari). There are 33 student clubs and societies in UPNVJT, managed under the Student Centre. The disabled students are provided a special room on the 1st floor so that they are not obliged to attend lectures in the classroom. Disabled people can use special pathways around campus.

As far as the access to literature is concerned the National Library of Indonesia (<https://www.perpusnas.go.id>) has a substantial collection of e-books, scientific publications, periodicals, newspapers, historical archives, etc., which can be accessed by Indonesian citizens free of charge. The registration is simple, with only a national ID card. Perpusnas can be accessed completely online.

UPNVJT has a central library which is open during weekdays from 7 am to 6 pm and subscribes to scientific publishers (Springer, Elsevier, ProQuest, and Cambridge University Press). The central library also holds substantial textbooks and is regularly updated. The faculty of social and political sciences has a separate library with reading room for specific books in the public administration field; the faculty's library provides a selection of textbooks and monographs. There is a dedicated reading room for students.

During the online conference, the interviewed students confirmed that they had effective and efficient access to literature and journals. The access is supported by the internal digital platform ILMU that has also been presented to the panel during the online conference.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the UPNVJT's building. Instead, UPNVJT provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

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

²² See self-evaluation report pp. 22 f.

programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media (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. Moreover, the panel welcomes that UPNVJT assures full access for students and staff to electronic library platforms.

		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

Apart from the psychological counselling service, UPNVJT has its own career centre (namely Career Development and Entrepreneurship Centre). It regularly organises several activities:

1. Career bursaries: This centre regularly organises career days and invites companies to have a direct interview with potential graduates.
2. Support for campus-based enterprise: students' business, campus mini-market, cafeteria.
3. Career-related conferences: inviting professional speakers to inform about future job markets, how to write a good CV, how to use social networking (such as LinkedIn) for employability.
4. Collaboration with student bodies (university level, faculty level, and programme level) to organise career days where students can meet with prominent alumni for coaching and self-improvement sessions.

Aside from dissemination of vacancies, UPNVJT also distributes information on student competitions and internships.

There is a regular Public Administration alumni reunion each year. Prior to reunion, prominent alumni are invited to discussions whose objectives are to recommend and to review the latest curriculum development. On such occasions, alumni are regularly express their opinion and recommendation to improve the curriculum such as the implementation of new courses etc.

As mentioned above²³ the administration of UPNVJT with more than 300 as well as of the faculty with 13 staff members encompasses a sufficient administrative capacity.

Appraisal:

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

An alumni organisation with an alumni network has been set up.

	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)

UPNVJT is a public university. The financing of all public universities in Indonesia is regulated under Government regulations. There are three sources of income for UPNVJT:

1. Government: in the form of grants, subsidies, collaboration, and partnerships.
2. Public funds: come from the public, especially from tuition fees.
3. Other sources of income: come from the university's business enterprises.

The Department of Public Administration has a laboratory to support academic activities. The laboratory was built from funds from the State Revenue and Expenditure Budget (APBN). Public administration laboratory is used for public administration students in conducting various academic activities such as training, seminars, discussions, and inviting guests from partnerships to create academic events. During the pandemic, laboratories are often used to hold various academic activities to support learning and academic skills, such as holding training and seminars on student journal writing.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

²³ See Chapter 4.2.

5 Quality assurance and documentation

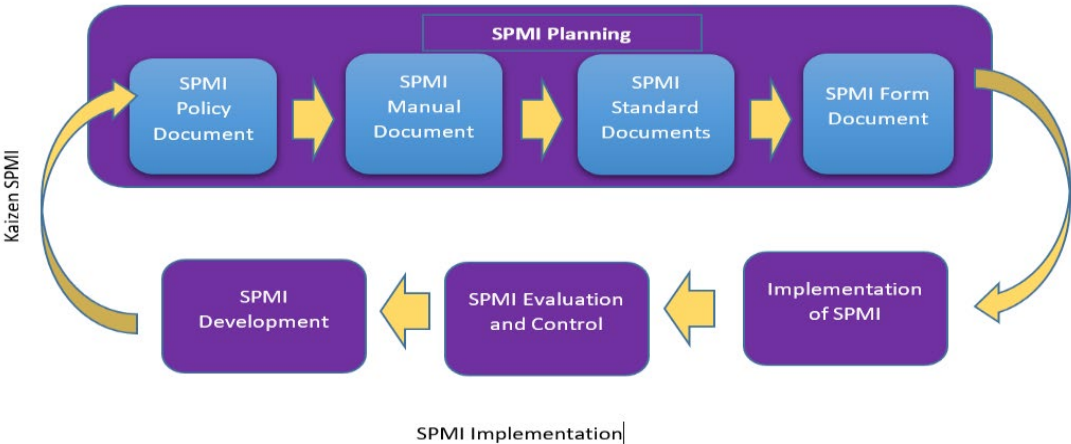
As mandated in Article 53 of the “Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education”, the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the university and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UPNVJT has adopted “Guidelines for Internal Quality Audit” that are the basis for the University’s internal Quality Audit (AMI). By doing this UPNVJT wants to improve the quality of its higher education in a planned and sustainable manner.

UPNVJT has installed a quality assurance agency, the Institute for Learning Development and Quality Assurance (LP3M) that has the main task to conduct, coordinate, monitor and evaluate learning development and quality assurance. The quality assurance for non-academic aspects is held through internal control and supervision by the Internal Supervisory Unit (SPI).

SPMI is implemented periodically, using standards that meet the requirements of National Higher Education namely in the scope of University, Faculty, Departments, and study programmes based on PDCA principles: Planning, implementation, evaluation, control, and development.

The quality standard of Higher Education in the Academic Field of UPNVJT consists of 36 quality standards, which include 24 mandatory quality standards in accordance with the National Standard of Higher Education and twelve additional quality standards developed by UPN VJT. UPNVJT also implemented ISO 9001: 2015, which is being reviewed yearly. The following graph shows the Internal Quality Assurance (SPMI) process in UPNVJT:

Table 11: Internal Quality Assurance (SPMI) process



At the end of each semester, students are required to fill out the student satisfaction survey. Criteria are measured in order to evaluate the performance of lecturers, administrative staff, and facilities during the academic year. Those criteria are as follows: reliability, lecturers’ performance, administrative staff performance, responsiveness, assurance and empathy, accessibility, the quality of facilities and learning infrastructures. The study-workload is continuously being checked by faculty²⁴. This survey is posted in the UPNVJT online

²⁴ See above chapter 3.1

academic system (Siamik) and is mandatory since the students cannot register for final exams before they have completed the survey. The results are then reported to the Rector, the Dean and the programme coordinator and published on the Public Administration website while also being discussed in the regular faculty meeting. Students can also deliver their complaints via the student body organisation (Himagara) who then reports such complaints to the programme coordinator.

Furthermore, Public Administration implements a students' perception survey to evaluate the online learning protocols imposed as the result of Covid-19. The result is meaningful in evaluating the management of distance learning in the future. Taken into account is an analysis of the success rate, and graduate employment as well as the profile of the student population. The results are statistically analysed and published in an "Implementation Report" for every study programme.

By the end of the academic year, faculty members (lecturers and administrative staff) are expected to fill in an e-form to evaluate the leadership of the Faculty of Social and Political Sciences. There are criteria to be evaluated: operational leadership, organisational leadership and public leadership. The evaluation result is recorded and is available at the Faculty's website. Faculty members also hold meetings at least twice each semester.

UPNVJT requires stakeholder surveys through forms disseminated in alumni networks. The link is available on the website. Several alumni as well as stakeholders are also regularly invited to review the curriculum and give their suggestions and recommendations for the progress of Public Administration in the future.

Table 12: Suitability of the Field of Work of Graduates

Graduation Year	Graduates	Traceable Graduates	Graduates with a level of suitability in the field of work		
			Low	Intermediate	High
2020	220	90	6	12	72
2019	201	77	3	11	54
2018	152	51	3	6	42
Sum	573	218	12	29	168

Table 13: Workplaces of Graduates

Graduation Year	Graduates	Working Graduates	Graduates who work based on the level / size of the workplace		
			Local/Regional	National	International
2020	220	105	78	25	2
2019	201	130	62	67	1
2018	152	142	59	76	7
Sum	573	377	199	168	10

In assuring the quality management system, Public Administration has faculty members who serve in GPMP (Quality Assurance Unit-Programme level). There is no other procedure that includes students as part of a committee or group dealing with the outcomes of assessments and based on this the possible improvements of teaching and learning.

Each student will be given the university's handbook (general academic manual) as well as the faculty's handbook by the time they have registered in UPNVJT. The faculty regularly updates the faculty's students handbook in which curriculum, courses contents, regulations in regard of teaching, examination, internship, and thesis defence exam are contained.

Information on the academic calendar and all activities during the academic year can be accessed online ([Sistem Informasi Akademik \(SIAMIK\) \(www.upnjatim.ac.id\)](http://www.upnjatim.ac.id)).

Appraisal:

The panel welcomes that UPNVJT has based on the binding legal provisions set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. The panel notes that students have the possibility per semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to improve in the following semester. However, students do not participate in the respective committees to plan and assess the quality assurance and development procedures. Therefore, the panel recommends the UPNVJT more intensively involving students in processes of assessing quality assurance and development outcomes.

Evaluation by students is conducted 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 faculty is conducted 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 programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information about the study programme on the university website – both quantitative and qualitative –.

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

Quality profile

HEI: Universitas Pembangunan Nasional "Veteran" Jawa Timur

Bachelor programme: Public Administration

		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		

	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)			Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)			X	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X	
3.2.4	Equality of opportunity			X	
3.3	Didactical concept				
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X	
3.3.2*	Course materials (Asterisk Criterion)			X	
3.3.3	Guest lecturers			X	
3.3.4	Lecturing tutors			X	
3.4	Internationality				
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			X	

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
faculty					
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)		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)		X		
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		