

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/024 Cluster 1
Higher Education Institution:	Universitas Pembangunan Nasional Veteran Jakarta
Location:	Jakarta, Indonesia
Study programme:	Bachelor of Management (Sarjana Manajemen) Bachelor of Accounting (Sarjana Akuntansi) Bachelor of Economics – Sharia Economics (Sarjana Ekonomi) Bachelor of Economics – Development Economics (Sarjana Ekonomi)
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) in conjunction with § 10 (2) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited with two conditions.

Condition 1:

The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures. This is also required in terms of its continuous improvement process and the PDCA cycle (see chapter 5).

In addition, the FIBAA Accreditation and Certification Committee has discussed the panel's recommendation in chapter 4.1: "developing a credible strategy to enhance the academic qualification of the lecturers teaching at the four study programmes in the foreseeable future".

After reviewing the panel's arguments for this recommendation in the appraisal of chapter 4, the FIBAA Accreditation and Certification Committee came to the conclusion that this issue is of a substantial importance to ensure and enhance the academic qualification of the lecturers in the programmes. Developing a strategy for further development would benefit the Faculty and sharp awareness for this topic. Therefore, the Committee adds a second condition.

Condition 2:

The University/Faculty develops a credible strategy to enhance the academic qualification of the lecturers teaching at the four study programmes in the foreseeable future (see chapter 4).

Proof of meeting these conditions is to be supplied by June 19, 2024.

**All conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 14, 2024**

Period of Accreditation: September 20, 2023 until September 19, 2028

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Pembangunan Nasional Veteran Jakarta,
Indonesia

Bachelor/Master programme:

1. Bachelor of Management
2. Bachelor of Accounting
3. Bachelor of Development Economics
4. Bachelor of Sharia Economics

Qualification awarded on completion:

1. Bachelor of Management (Sarjana Manajemen)
2. Bachelor of Accounting (Sarjana Akuntansi)
3. Bachelor of Economics (Sarjana Ekonomi)
4. Bachelor of Economics (Sarjana Ekonomi)

General information on the study programme

Brief description of the study programmes:

The **Bachelor of Management** offers its students to specialise in four fields, namely Marketing Management, Financial Management, Human Resources Management, and Operational Management. The graduates shall find occupation at the junior-management level after graduation. Moreover, they shall also be able to work as a management consultant or entrepreneur.

The **Bachelor of Accounting** educates its students to become junior accountants in the field of finance, management, and IT or to become auditors. Their profile shall be refined through acquiring certificates relevant for jobs in accounting.

The **Bachelor of Development Economics** trains students to become junior economists in different institutions, such as national and multinational companies, government agencies, foundations, and educational institutions. Besides that, careers as data or market analysts and entrepreneurs are also possible. The study programme includes topics of innovation, like Big Data Analysis.

The **Bachelor of Sharia Economics** focuses its training on topics in the field of Islamic Economics. Indonesia strives to be a leading player in the field of Islamic Economics by 2045. Therefore, the study programmes trains its students to become junior analysts, junior researchers and entrepreneurs in the Halal industries. Students can also earn certificates in the field of Sharia Economics.

Type of study programme:

For all study programmes: Bachelor programme

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

For the Bachelor of Management: 147 SCUs (235.2 ECTS credits)

For the Bachelor of Accounting: 150 SCUs (240 ECTS credits)

For the Bachelor of Development Economics: 146 SCUs (233.6 ECTS credits)

For the Bachelor of Sharia Economics: 147 SCUs (235.2 ECTS credits)

Mode of study:

For all study programmes: full-time

Didactic approach:

For all study programmes: study programme with obligatory class attendance

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

For the Bachelor of Management: 270 students (6 parallel classes)

For the Bachelor of Accounting: 240 students (6 parallel classes)

For the Bachelor of Development Economics: 120 students (3 parallel classes)

For the Bachelor of Sharia Economics: 80 students (2 parallel classes)

Programme cycle starts in:

For all study programmes: August every year

Initial start of the programme:

For the Bachelor of Management: 1993

For the Bachelor of Accounting: 1993

For the Bachelor of Development Economics: 2017

For the Bachelor of Sharia Economics: 2017

Type of accreditation:

For all study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Management (Sarjana Manajemen), Bachelor of Accounting (Sarjana Akuntansi), Bachelor of Development Economics (Sarjana Ekonomi), and Bachelor of Sharia Economics (Sarjana Ekonomi) was made between FIBAA and the Universitas Pembangunan Nasional Veteran Jakarta on March 2, 2022. On November 18, 2022, the HEI submitted four self-evaluation reports, which included detailed descriptions of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Reinhard Bachmann

University of London, the United Kingdom

Professor of International Management

(Business Administration, General Management, International Management, Strategic Management, Business Ethics, Marketing, Human Resource Management, Sustainability, Business Systems, Entrepreneurship, Leadership, Organizational Behaviour, MBA programs)

Mohammad Zaid el-Mogaddedi

Institute for Islamic Banking and Finance (IFIBAF), Hamburg, Germany

Founder and Managing Director

(Islamic Finance, Islamic Banking Business in Germany, Certification of the Islamic Insurance Takaful products in Germany)

Prof. Dr. Natalie Aleksandra Gurvits-Suits

Tallinn University of Technology, School of Business and Governance, Estonia

Associate Professor of Accounting

(International Business Management, Applied Economics, Finance and Accounting, Audit, Banking and Credit, Non-Financial Accounting and Reporting, Sustainable Finance)

Helen Herberg

Baden-Wuerttemberg University of Applied Sciences, Germany

Student of Business Administration, Insurance Sales and Financial Consulting, B.A.

Prof. Dr. Juergen Jerger

University of Regensburg, Germany

Professor of Economics

(Economics, International and Monetary Economics, Monetary Policy, Foreign Trade and Labor Market)

¹ The panel is presented in alphabetical order.

Prof. Ibnu Qizam

State Islamic University (UIN) Syarif Hidayatullah, Indonesia

Associate Professor at the Faculty of Economics and Business

(Accounting, Islamic accounting, Islamic economics, Islamic banking and finance)

Prof. Dr. Friedrich Thiessen

Technical University of Chemnitz, Germany

Professor for Finance and Banking Management

(Finance, Islamic Finance)

FIBAA project manager:

Nina Rotermund

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 20 and June 21, 2023 at the HEI's premises in the Depok City of Jakarta, on the campus at Pondok Labu, Cilandak.

The same procedure included an appraisal of two other clusters:

Cluster 2 including Bachelor of Law (SH) (undergraduate, full time); Bachelor of Communication Studies (S.I.Kom) (undergraduate, full time); Bachelor of Social Science (S.SoS) - International Relations (undergraduate, full time); Bachelor of Social (S. Sos) - Political Science (undergraduate, full time) and

Cluster 3 including Bachelor of Computer Science (S. Kom) – Informatics (undergraduate, full time); Bachelor of Computer Science Information (S. Kom) – Information Systems (undergraduate, full time).

At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 28, 2023. The statement on the report was given up on September 3, 2023. It has been taken into account in the report at hand.

Summary

For all four Bachelor programmes

The Bachelor of Management (Sarjana Manajemen), Bachelor of Accounting (Sarjana Akuntansi), Bachelor of Development Economics (Sarjana Ekonomi), and Bachelor of Sharia Economics (Sarjana Ekonomi) offered by the Universitas Pembangunan Nasional Veteran Jakarta fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 20, 2023 and finishing on September 19, 2028 under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement **for all four study programmes** regarding the following aspect²: Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.1) due to the missing workload evaluation in the student survey. They recommend the accreditation on condition of meeting the following requirements:

- **Condition** (see chapter 5.1):
The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting these conditions is to be submitted by June 19, 2024.

Furthermore, the quality requirement that has not been fulfilled **for all four study programmes** – 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.

For all four study programmes

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

- providing all information on counselling for prospective students on its website in English (e.g. the syllabus/course handbook, see chapter 2.2),
- attracting guest lecturers from different universities and countries on a regular basis which are announced on campus, and all other available online and offline channels (see chapter 3.3),
- attracting foreign students more actively from the neighbouring states (like the Philippines) to increase the diversity of the student body (see chapter 3.4),
- attracting lecturers from other ASEAN states to increase the internationality of the faculty (see chapter 3.4),

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

- introducing an interaction dialogue between the Faculty, the study programmes and different employers on a regular base (see chapter 3.6),
- developing a credible strategy to enhance the academic qualification of the lecturers teaching at the four study programmes in the foreseeable future (see chapter 4.1),
- empowering the respective lecturers to be responsible for writing the course plan and contents and to introduce relevant checks about the course coherence in accordance with the rules and regulations as stipulated by the University's Quality Assurance Department and the FEB's Quality Control Team. (see chapter 4.1),
- offering more and mandatory English language training for the administrative staff to improve their English language proficiency (see chapter 4.2),
- increasing the number of working spaces and tables in the library for students at the University library (see chapter 4.4),
- reconsidering the opening hours of the Faculty library for students to study, in particular before the mid-term and final exams (see chapter 4.4),
- ensuring that the University's Quality Assurance Department and the Quality Control Team on the study programme level check whether the contents taught match the information in the course descriptions, for example by means of student surveys, sample checks of scripts or lecture plans (see chapter 5.1),
- visualizing the study plan and the structure and order of modules and courses for students (see chapter 5.3).

For the Bachelor of Management

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

- considering to include the course Mathematics for Economists into the curriculum (see chapter 3.1),
- updating materials and including the latest works and editions of macroeconomic textbooks that also cover the economic and financial crisis of 2008/2009 (see chapter 3.3),
- extending intercultural contents with respect to South Asia and East Asia (see chapter 3.4).

For the Bachelor of Development Economics

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

- considering to change the name of the study programme to "Bachelor of Economics" or to integrate traditional development topics into the curriculum (see chapter 3.1),
- updating materials and including the latest works and editions of macroeconomic textbooks that also cover the economic and financial crisis of 2008/2009 (see chapter 3.3).

For the Bachelor of Sharia Economics

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

- adjusting the formulation of ELO 7 by adding the attribute "efficiently" to the text, namely: "Able to organize economic problems efficiently aiming to provide solutions in accordance with Sharia economic principles." (see chapter 1.1),

- considering a “rebranding” of the study programme from "Shariah Economics" to "Islamic Economics" (see chapter 3.1),
- considering to teach comparative courses that deal with Islamic and non-Islamic contents (see chapter 3.1),
- updating materials and including the latest works and editions of all relevant works to the field of research (see chapter 3.3),
- inviting lecturers from (leading) Arabic speaking countries to diversify the international contents (see chapter 3.4).

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

For all four study programmes

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

- Ethical aspects (see chapter 3.1)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3)

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

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Information

Information on the Institution

The history of the Universitas Pembangunan Nasional Veteran Jakarta (UPN Veteran Jakarta, or UPNVJ) began with the establishment of three academies: Banking Academy, Commercial Shipping Management Academy and the Textile Academy on January 7, 1963. These three academies were integrated into PTPN “Veteran” Jakarta on February 21, 1967 with two branches based in Yogyakarta and Perguruan Tinggi Pembangunan Nasional (PTPN) Veteran East Java branch under the guidance of the Ministry of Defense and Security. In 1993, UPN Veteran Jakarta became independent and was given its current name. It also changed its status to the “private” college on November 29, 1994, with five faculties.

In 2008, UPN Veteran Jakarta was awarded national accreditation by the Indonesian accreditation agency BAN-PT. Eventually in 2014; UPN Veteran Jakarta became a state university under the guidance of the Ministry of Education in Indonesia.

Today, it consists of seven faculties, namely the Faculty of Economics and Business, Faculty of Engineering, Faculty of Computer Science, Faculty of Medicine, Faculty of Social and Political Sciences, Faculty of Law, and Faculty of Health Sciences. Currently, more than 12,600 students are enrolled in 29 study programmes. Among the more than 70,000 applicants in 2022, only 6.5 percent were accepted to study at UPN Veteran Jakarta.

The goal of the University is to spread a patriotic education, which refers to the value of “state defense” with the graduates’ loyalty to their society and country. According to the 2020-2024 strategic plan, UPN Veteran Jakarta has a vision to become a “superior university of international quality, which is innovative, competitive and has the identity of safeguard the autonomy for the development of Indonesian people”.

This vision is translated into the following mission:

1. Organising quality education to prepare internationally competitive graduates who have the identity of safeguards to protect the country
2. Arranging innovative research and community service for the development of Indonesian society
3. Developing an academic climate based on traditional university values
4. Introducing good university governance through implementation of risk management
5. Developing domestic and foreign networks and partnerships

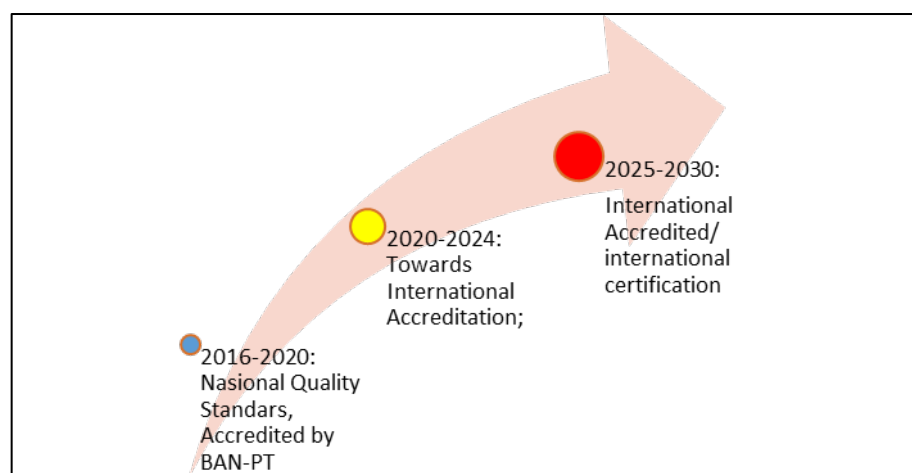
The University also follows the principles of good and transparent university governance and strives to develop an adequate academic environment for carrying out the so-called Tridharma of Higher Education for its lecturers that are supposed to engage in teaching, research and community service.

In 2019, UPN Veteran Jakarta achieved the 77th rank in the national ranking out of 4,621 universities in Indonesia. In 2023, it achieved the 84th rank out of 4,000 HEIs in Indonesia in terms of number of national publications, and according to Webometrics, in 2023, UPN Veteran Jakarta is located at the 272nd national rank. To realize its mission to become an internationally excellent university, the University strives to reach the 800+ QS World University ranking by 2038.

Further development of the programmes

The Faculty of Economics and Business (FEB) is one of seven faculties and was established in 1993. Currently, there are more than 3,000 students studying in one of its seven study programmes. The Faculty strives to develop an international reputation. Figure 1 shows the direction of FEB policy towards international accreditation by 2024.

Figure 1 Milestone FEB UPN Veteran Jakarta 2020-2024



The Faculty of Economics and Business at the Universitas Pembangunan Nasional Veteran Jakarta has been offering the Bachelor of Management since 1993, the Bachelor of Accounting since 1993, the Bachelor of Development Economics since 2017, and the Bachelor of Sharia Economics since 2017.

According to the Faculty, the majority of students is enrolled in the **Bachelor of Management** study programme.³ In 2016, the Bachelor of Management received an “A” rating of the national accreditation agency BAN-PT. Before that, it had received a “B” rating with recommendations for improvements regarding the qualification of lecturers. Its current accreditation with the “A” rating is valid until December 30, 2025.⁴

Similar to the Bachelor of Management, the **Bachelor of Accounting** had also earned a “B” rating in national accreditation from 2000 until 2016, but in 2016, it received an “A” rating.

The **Bachelor of Development Economics** and the **Bachelor of Sharia Economics** are both younger study programmes. They went through their first national accreditation procedure in 2019. Both the Bachelor of Development Economics and the Bachelor of Sharia Economics earned a “B” rating. The recommendations mainly concerned the implementation of the Independent Learning-Independent Campus programme, the so-called Merdeka Belajar Kampus Merdeka programme (MBKM) that was introduced by the Indonesian government in 2020 which will be introduced in greater detail in chapter 3.1.

³ See SER of the Bachelor of Management p. 4.

⁴ See SER of the Bachelor of Management p. 4.

Besides that, the Indonesian Association of Faculties of Economics and Business (AFEBI) and the Indonesian Association of Development Economics Study Programs (APSEPI) have recognized the Bachelor of Development Economics in their register.

During the on-site visit, the panel learned that students chose UPN Veteran Jakarta and a study programme at FEB because of its location in Jakarta. Many students appreciated the easy accessibility of the campus where the FEB is located. In addition, they also indicated that they were fond of the values that the University represented, namely patriotism.

For the Bachelor of Management

		2021	2020	2019	2018
# Study Places offered by HEI		280	250	280	280
# Applicants	Σ	7810	6529	6891	9009
	f	4756	4204	4296	5869
	m	3054	2325	2595	3140
Application rate		2789.29 %	2611.60 %	2461.07 %	3217.50 %
# First-Year Students (<i>accepted applicants</i>)	Σ	270	250	263	298
	f	177	158	137	184
	m	93	92	126	114
Rate of female students		66%	63%	52%	62%
# Foreign Students	Σ	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		96.43%	100.00%	93.93%	106.43%
# Graduates	Σ	292	263	195	181
	m	117	105	72	102
Success rate (<i>students who finished their studies</i>)		82.80%	77.68%	81.53%	52.31%
Dropout rate (<i>students who dropped their studies</i>)		7.53%	9.44%	14.01%	20.00%
Average duration of study		4.04	4.13	4.07	4.30
Average grade of final degree		3.60	3.51	3.50	3.38

As the statistical data reveal, the application rate is noticeably higher than the acceptance rate. In 2018, the University received more than 9,000 applications for the Bachelor of Management. Fluctuation occurred during the Covid-19 pandemic so that the numbers decreased to 6,500 and 6,800 applications but rose again in 2021 with more than 7,800 interested students. The same fluctuation is reflected in the number of occupied study places.

The study programme provides 280 study places each intake and usually occupies between 93 to 100 percent of them. Female students constitute the majority of students. However, there were no international students studying the Bachelor in Management in the last five years. The majority of students finishes their studies successfully, for instance, more than 52 percent completed that programme in the cohort of 2018. The following cohort of 2019, 2020 and 2021 show an increasing success rate that climbed up to 81 percent, 77 percent and 82 percent in

the respective years. The panel was wondering about the development of the dropout rate of 20 % in 2018 to 7.53 % in 2021. They would like to ask the FEB to explain the high dropout rate in 2018 and the measures taken to reduce it or to increase the students' success rate. Most students can finish their studies after four years' time.

For the Bachelor of Accounting

Study Programmes: Bachelor Degree of Accounting					
		2018	2019	2020	2021
# Study Places offered by HEI		231	240	220	240
# Applicants	Σ	5140	3923	3981	3692
	f	3723	2752	2900	2628
	m	1417	1171	1081	1064
Application rate		2225,11%	1634,58%	1809,55%	1538,33%
# First-Year Students (accepted applicants)	Σ	219	220	207	234
	f	146	142	146	159
	m	73	78	61	75
Rate of female students		66,67%	64,55%	70,53%	67,95%
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	0
Percentage of occupied study places		94,81%	91,67%	94,09%	97,50%
# Graduates	Σ	141	143	221	254
	f	93	97	151	184
	m	48	46	70	70
Success rate (students who finished their studies)		74,60%	78,42%	74,59%	78,31%
Dropout rate (students who dropped their studies)		25,40%	21,58%	25,41%	21,69%
Average duration of study		8,14 semesters	7,8 semesters	7,97 semesters	7,82 semesters
Average grade of final degree		3,36	3,53	3,50	3,65
According to Regulation from Education Ministry that Duration for Study on Bachelor Degree was 7 years or 14 semesters.					

The Bachelor of Accounting offers between 220 and 240 study places each intake. The number of applicants are also noticeably higher than the places available. For example, in 2018, they offers 231 study places that faced more than 5,000 applications. Eventually, 219 students started their Accounting studies that is about 94.8 percent of the total amount of places. In 2021, the programme had increased the study places up to 240 for more than 3,600 interested

students. In the end, 234 study places were occupied accounting for about 97 percent. Similar to the Bachelor of Management, female students are the dominant group. There are no international students in the study programme either. The success rate ranges between 74 and 78 percent with an average study time of seven to eight semesters. The panel asked themselves about the remarkably high dropout rate of students between 2018 and 2021 which was over 20 %, reaching even 25,4 % in 2018 and 2020. Like for the Bachelor of Management, the panel would like to ask the FEB to explain the high dropout rates and the measures taken to reduce it or to increase the students' success rate.

For the Bachelor of Development Economics

Study Programmes: Bachelor Degree of Development Economics					
		2018	2019	2020	2021
# Study Places offered by HEI		80	80	120	120
# Applicants	Σ	2784	1794	1771	2847
	f	1158	636	624	1123
	m	1626	1158	1147	1724
Application rate		3480,00%	2242,50%	1475,83%	2372,50%
# First-Year Students (accepted applicants)	Σ	57	78	77	113
	f	35	26	23	42
	m	22	57	54	71
Rate of female students		0,614035088	73,07692308	70,12987013	62,83185841
# Foreign Students	Σ	0	0	0	0
	f				
	m				
Rate of foreign students		0	0	0	
Percentage of occupied study places		71,25%	97,50%	64,17%	94,17%
# Graduates	Σ	0	0	0	61
	f	0	0	0	24
	m	0	0	0	39
Success rate (students who finished their studies)		0,00%	0,00%	0,00%	83,56%
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%
Average duration of study		0,00%	0,00%	0,00%	3,95
Average grade of final degree		0	0	0	3,55

The Bachelor of Development Economics is a rather young study programme and used to offer 80 study places between 2018 and 2019; since 2020, it has been offering 120 study places. Application numbers are similarly high with more than 2,700 applications in 2018, followed by a drop in 2019 and 2020 with almost 1,800 applications, and a rise again to more than 2,800 applications in 2021. The percentage of accepted study places ranges between 64 and 97 percent. In 2020, due to Covid-19, only 77 students enrolled that accounted for 64 percent. However, in 2021, 94 percent of the places were occupied.

Again, female students constitute the majority with usually more than 60 percent, but international students are also missing in this study programme. Due to its short history, from the 57 active students in 2017, the study programme has graduated 46 in the first batch of graduates or the equivalent of 83,56 %. Two students are still studying, three students are not active and six students dropped out from university.

For the Bachelor of Sharia Economics

		2017	2018	2019	2020	2021
# Study Places offered by HEI		80	80	80	80	80
# Applicants	Σ	314	1989	1751	1286	1788
	f	186	1682	1133	877	1118
	m	128	307	618	409	670
Application rate		392.50%	2486.25%	2188.75%	1607.50%	2235.00%
# First-Year Students (accepted applicants)	Σ	61	57	78	80	80
	f	35	35	42	48	47
	m	26	22	36	32	33
Rate of female students		57.38%	61.40%	53.85%	60.00%	58.75%
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		76.25%	71.25%	97.50%	100.00%	100.00%
# Graduates	Σ					53
	f	0	0	0	0	20
	m	0	0	0	0	33
Success rate (students who finished their studies)		0.00%	0.00%	0.00%	0.00%	86.89%

Dropout rate (students who dropped their studies)		0.00%	0.00%	0.00%	0.00%	9.80%
Average duration of study		0	0	0	0	4.1
Average grade of final degree		0	0	0	0	3.54

Like the Bachelor in Development Economics, the Bachelor in Sharia Economics is rather young. The Bachelor of Sharia Economics study programme started to graduate students in 2021. From the 61 active students, the study programme has graduated 53 graduates in the first batch of graduates (86.89 %). Six students dropped out because they resigned from the university and moved to other cities and two students finished their studies in 2022.

Nevertheless, the statistical data show that the 80 study places offered face more than 1,000, even almost 2,000 applications. The percentage of occupied studies ranges from more than 70 percent in 2018 to 100 percent in 2021. International students are missing in this study programme as well. Female students are again in the majority.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

For all four study programmes

All four study programmes share the same set of objectives that are adjusted to their respective profiles. The five objectives are:

- a) To produce graduates that have competences in the respective field of work, are outstanding, of international quality, innovative, competitive, and have the identity of patriots.
- b) To produce quality research and community service in the field of management that can contribute to the development of knowledge and solving problems of society.
- c) To produce human resources who can perform community service activities that can improve people's welfare based on regional potential by developing cooperation relations with all levels of society, the business community, and the government.
- d) To realize education in the undergraduate programme based on good governance and risk management by utilizing information technology.
- e) To establish cooperation at the national and international levels in order to create synergies in facing global changes.

The objectives of the study programmes are said to be in line with the National Higher Education Standards that are based on the Indonesian National Qualifications Framework (KKNI) in accordance with Presidential Regulation of the Republic of Indonesia Number 8 of 2012.

For the Bachelor of Management

Students of the Bachelor of Management programme can choose between four profiles, namely Marketing Management, Financial Management, Human Resources Management, and Operational Management. The graduates can become junior financial supervisors, junior marketing supervisors, junior human resource management supervisors, junior operational management supervisors and management consultant entrepreneurs.

The Bachelor of Management pursues to have their students achieve the following intended learning outcomes:

Table 1 Intended Learning Outcomes of the Bachelor of Management

ILO 1	To be able to show attitudes and characters that reflect: piety to God Almighty, noble character, sensitive and concerned about social and environmental problems, respect cultural differences and pluralism, uphold law enforcement, prioritize the interests of the nation and the wider community, through innovation, creativity , and other potentials possessed and internalize the values of patriotism in all aspects of life
ILO 2	To be able to convey and share ideas, have leadership spirit, work together, and master the basic techniques of good communication and use all these abilities to argue and negotiate agreements in finding solutions to problems both verbally, in writing and visually
ILO 3	To be able to develop and use computer application programs for use in processing data into information for decisions (appropriately in the context of solving problems in their field of expertise.
ILO 4	To be able to adapt, create, contribute, innovate and make managerial decisions in applying knowledge
ILO 5	To be able to build academic integrity in general and prevent the practice of plagiarism
ILO 6	To be able to communicate effectively using national and international languages, and able to work together in diverse organizational environments
ILO 7	To be able to master theoretical concepts and methods along with analytical tools for management functions in the fields of marketing, HR, operations and finance in accordance with applicable regulations
ILO 8	To be able to analyze and criticize issues in the field of Management and business using data-based scientific methods that can be accounted for.
ILO 9	To have strategic planning skills in analyzing and mapping problems to find solutions and make decisions through factual knowledge related to marketing, human resources, operations, and organizational finance.
ILO 10	To be able to develop their business and management by applying leadership and entrepreneurial principles rooted in local wisdom.
ILO 11	To be able to formulate management and organizational functions at the operational level in various types of companies

Accompanying the regular studies, students can take part in extracurricular activities to improve their soft skills as well. The study programme offers certification workshops, such as marketing certification under the scheme of operational marketing workforce; or students of the Finance Management profile can participate in a stock exchange trading simulation class.

For the Bachelor of Accounting

The graduates of the Bachelor of Accounting are prepared for a career in the field of accounting in businesses and industries throughout Indonesia. The job profiles include, for instance, junior financial accountant, junior management accountant, junior auditor, and junior accountant in Information Technology and Systems.

Table 2 Expected Learning Outcomes of the Bachelor of Accounting

ELO CODE	DIMENSIONS	DESCRIPTION
ELO 1	Ethics	Graduates are able to adapt, have a persistent attitude, behave ethically, and have a patriotic characteristic.
ELO 2	Communication and Collaboration	Graduates are able to convey ideas, work together, and negotiate to make agreements in solving the problems.
ELO 3	Knowledge	Graduates have theoretical knowledge in the field of accounting and broad knowledge in other fields that can support their main competencies.
ELO 4	Accounting Technical Skill - Technology and Information System Accounting	Graduates are able to operate and develop information technology in preparing financial reports and auditing.
ELO 5	Accounting Technical Skill - Financial Accounting	Graduates are able to present financial information of both private and government entities, in accordance with accounting standards applicable in Indonesia and globally applicable for external and internal parties.
ELO 6	Accounting Technical Skill - Management Accounting	Graduates are able to apply contemporary management accounting concepts and techniques to produce financial and non-financial information that can be used for performance improvement and continuous improvement of business entities.
ELO 7	Accounting Technical Skill - Tax Accounting	Graduates are able to present the results of the analysis of financial information for tax purposes.
ELO 8	Accounting Technical Skill - Auditing	Graduates are able to carry out the auditing process in accordance with auditing standards and legislation applicable in Indonesia for all entities.
ELO 9	Analytical Skill	Graduates are able to analyze and criticize issues in the accounting field in particular and the business field in general based on reliable data.
ELO 10	Managerial Skill	Graduates have the initiative and creative ability to plan, organize, manage, control and make decisions professionally.

The Bachelor of Accounting also provides competency certifications such as using Accounting Information System applications (Zahir Accounting Certified User & Certified Accurate Professional), competence in taxation (Brevet), and Competence in technical accounting (Certified Assistance Accounting Technician/CAAT).

For the Bachelor of Development Economics

Besides the five main objectives of the FEB, the Bachelor of Development Economics defines learning objectives that consist of seven aspects:

- a) Provide local, regional and international labour markets with qualified graduates to work in various fields
- b) Increase the level of scientific research and support it to serve Indonesian and international communities
- c) Ensure consistency between the objectives and results of academic programmes and the attributes of graduates and the national qualification framework.
- d) Enable students to acquire intellectual, technical and communication skills, and life-learning education.
- e) Improve the ethical and national values, and professionalism of economic students
- f) Improve the practical aspects of the theoretical knowledge that students gain from the programme
- g) Enable students to prepare highly scientific research in accordance with the scientific research methods known.

Related to this, the study programme defined nine expected learning outcomes as illustrated below:

Table 3 Expected Learning Outcomes of the Bachelor of Development Economics

ELO	DESCRIPTION
ELO 1	"Ethics" The graduates are expected to have characters that respect diversity of culture, ethnicity, religion, have behavior based on ethics and Pancasila as well as the spirit of defending the country.
ELO 2	"Communication and Cooperation Managerial Skills" The graduates are expected to have managerial skills, to communicate directly and visually on video, share ideas, have a leadership spirit, the ability to work together, and use all abilities to negotiate agreements in seeking solutions to problems.
ELO 3	"Knowledge of Development Economics" Master the theoretical concepts of micro and macro- economics, development economics, monetary economics, public economics, regional economics, regional development planning economics and industrial economics.
ELO4	"Mastery of Information Technology and Data " Have the ability to operate software / technology for processing economic data.
ELO 5-8	"Professional in Development Economics" Having the ability as a research assistant at government or private institutions on national and international scales, assistant economist (junior economist), assistant market analyst (financial practitioner), assistant data analyst who has the spirit of defending the country
ELO 9	"Entrepreneurial Skills" Have the ability to create jobs, by way of entrepreneurship according to his/her expertise and characteristics.

The Bachelor of Development Economics offers professional certifications and workshops in Data Processing / Software Applications, Information Technology (IT), Banking Funding Officer (FO), Teller / Cashier, Computer and Communication Applications.

Students of the Bachelor of Development Economics will be able to work in various fields, among others as junior economists and consultants for national and multinational companies, government agencies, foundations, educational institutions, state-owned companies, data analysts, research assistants, and entrepreneurs.

For the Bachelor of Sharia Economics

The Bachelor of Sharia Economics adapts the five objectives of the FEB, listed above, to the field of Sharia Economics. It trains its graduates to be professionals in the field of sharia economics and finance in accordance with technological developments. Thus, the job profiles include junior analysts in Sharia economics and finance, junior researchers in Sharia economics and finance, and Halal industrial entrepreneurs.

The programme designers defined ten learning outcomes:

Table 4 Expected Learning Outcomes of the Bachelor of Sharia Economics

NO	GRADUATE-LEARNING-OUTCOMES
ELO-1	Have a religious attitude, good ethics and morality in accordance with sharia principles in carrying out every duty and responsibility
ELO-2	Have social sensitivity and concern for the community as a form of defending the country
ELO-3	Have basic knowledge in the fields of sharia-based economics, finance, and entrepreneurship
ELO-4	Able to master basic communication techniques that are good in conveying ideas and argumentation, both orally, in writing and visually
ELO-5	Able to adapt, work together, create, contribute, innovate and make managerial decisions in applying science
ELO-6	Able to utilize information technology to analyze micro and macroeconomics, financial reports, and develop Sharia-based business models
ELO-7	Able to organize economic problems and provide alternative policy solutions in accordance with Sharia economic principles
ELO-8	Able to present analysis of economic phenomena and policies through Islamic economic methodology to support policy-based research at the household, corporate, state and global levels
ELO-9	Able to present financial analysis ranging from risks, financing feasibility, and financial statements in commercial and social Islamic financial institutions for basic managerial decision-making
ELO-10	Able to develop creative and innovative business / entrepreneurial models in accordance with the times based on the basic principles of sharia economy

For further training, students can join competency certification schemes, like sharia accounting or general banking certification schemes within the Faculty. Moreover, they can also attend extra workshops outside the University, like Islamic bank risk management, *amil zakat*, and *nazhir waqf*.

Appraisal:

During the on-site visit, the panel learned that the objective of patriotism plays an essential role in the teaching, for the faculty and the students. According to the Faculty of Economics and Business, patriotism is the value of serving the country and supporting the economy through research and commitment. All four study programmes at the Faculty follow this objective and embed it into their targeted professional fields and the societal context in which their students will work in. The panel found this reasoning convincing. The students confirmed to the panel that they appreciate the clear profile of UPN Veteran Jakarta and state this as their reason to study at the FEB.

For the **Bachelor of Sharia Economics**, the panel **recommends** to adjust the formulation of ELO 7 by adding the attribute “efficiently” to the text, namely: “Able to organize economic problems **efficiently** aiming to provide solutions in accordance with Sharia economic principles.”

Comprehensive employability of the graduates is reflected in the job profiles of all study programmes that they define and develop together with stakeholders from the relevant industries. All four study programmes also incorporate subject-specific and extra-curricular qualification objectives like certification schemes, and enable students to acquire further professional competences. The study programmes take into account the requirements of the national qualification framework.

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

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

For all study programmes

All four study programmes reflect international trends, like digitalisation and big data analysis, and embed them in their design. In doing that, they intend to prepare the students to find jobs in a national or international company.

For the Bachelor of Management

Following the internationalization strategy of UPN Veteran Jakarta, the Bachelor of Management actively promotes student exchange and joint research with the partner universities, such as Universiti Kuala Lumpur Malaysia, Universiti Teknologi MARA Malaysia, Walailak University, Thailand, and Kazakh Ablai Khan University, Kazakhstan. Besides that, the newly implemented MBKM programme allows students, who are predominantly of Indonesian origin, to participate in student exchange abroad if they are interested in it (see details in chapter 3.1).

To increase the international outlook, foreign guest lecturers are invited to hold webinars, give public talks and lectures. Some courses reflect upon international trends and contents, such as International Marketing Management or International Entrepreneurship. In addition, the Faculty organized a conference with the title “Jakarta Economics Sustainability Conference Agenda (JESSICA)” to which an international audience was invited.

For the Bachelor of Accounting

The Bachelor of Accounting is a domestic study programme in the first place but it strives to provide an internationally recognized education. That is why the programme applied for the ACCA-UK (Association of Chartered Certified Accountants) accreditation as mentioned in the introduction. To prepare its graduates to work in an international environment, the study programme uses digital accounting software from abroad, namely System Application and Processing (SAP). Besides that, the programme management also encourages its faculty members and students to take part in international exchange and to engage in research publications.

For the Bachelor of Development Economics and the Bachelor of Sharia Economics

As two young study programmes, the Bachelor of Development Economics and the Bachelor of Sharia Economics still strive to set up their international outlook and the prospects for the students in national and international organizations. They supported the Jakarta Economic Sustainability International Conference Agenda in December 2021. Besides that, the programme management also encourages its faculty members and students to take part in international exchange and to engage in research publications.

Appraisal:

All four study programmes integrate the teaching of international trends, like digitalisation and big data analysis. This aims at improving the student’s skills and competences and increase their competitiveness on the national and international labour market. FEB shows its international spirit through the organization of international conferences and the possibilities of academic exchange.

	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

For all study programmes: Positioning in the educational market and job market

UPN Veteran Jakarta identified the Universitas Islam Negeri Jakarta and Universitas Negeri Jakarta as their main competitors in Jakarta. The University tries to stand out which is why the FEB set up so-called Focus Group Discussions (FGD) with alumni, stakeholders and professionals to reflect government policies and labor market conditions related to curriculum.

The Faculty of Economics designed the four study programmes to meet the needs of the graduates and the market:

The **Bachelor of Management** considers its four job profiles, Marketing Management, Financial Management, Human Resources Management and Operational Management, to be unique in the area. The graduates of the Bachelor of Management are required to have a special certification to accompany the diploma issued by the National Professional Certification Agency (BNSP). To reflect the latest trends, the curriculum included for instance project management, managerial economics, big data analysis, and econometrics courses. According to the Tracer Study in 2020, the graduates of management undergraduate study programmes on average needed less than six months to find their first employment.⁵

The **Bachelor of Accounting** trains its graduates to become junior financial accountants, junior management or IT accountants, and junior auditors. The Tracer Study shows that graduates of the Bachelor of Accounting found jobs within one year.⁶

The **Bachelor of Development Economics** educates graduates whose job opportunities as economists are in sectors like national and multinational companies, government agencies, foundations, and educational institutions, or data analysts and research assistants. The study programmes include trending topics such as environmental issues and climate change by providing courses in Natural Resources and Environmental Economics and teaching game theory in experimental economics. In 2021, the first 53 students graduated in the study programme.

The **Bachelor of Sharia Economics** focuses on the Halal industry and trains its graduates as junior analysts and entrepreneurs in the relevant industry sector. The study programme points out that Indonesia is developing its sharia economy and finance to become the center of the world's Halal industry. Therefore, they see promising prospects for students of the Bachelor of Sharia Economics.⁷ So far, the first graduates of the Bachelor of Sharia Economics left the University in 2021.

What is more, as the panel learned during the conference, the University's status as State University is attractive to students as well. In addition, students appreciate that the four study programmes all received national accreditation by BAN-PT.

⁵ See SER Bachelor of Management p. 8.

⁶ See SER Bachelor of Accounting p. 7.

⁷ See SER Bachelor of Sharia Economics p. 6.

For all four study programmes: Positioning within the HEI's overall concept

By announcing their respective vision "to become a prominent study programme of international quality, innovative, competitive, that has the identity of a state defender for the development of Indonesian people", all four study programmes at the Faculty of Economics and Business reflect the University's vision.

Appraisal:

The reasons the FEB provides for the positioning in the educational market of its study programmes are plausible. They intend to offer programmes that can compete against study programmes offered at other universities in the region.

All four study programmes include external stakeholders to design the curricula and to meet the needs of the market. The possible fields of employment are considered and the study programmes prepare the graduates to achieve the necessary qualifications and skills, for instance by offering additional certificates and by including trending topics into the curriculum.

The study programmes all reflect the University's values, mission and objectives. The core is patriotic education, international quality, innovation, and competitiveness. Therefore, the study programmes' focus is convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

At UPN Veteran Jakarta, the student admission rules refer to the Regulation of the Minister of Education and Culture No. 6 of 2020 concerning New Students Admission for Graduates Programmes at State Universities (PTN), Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 87 of 2017 concerning the UPN Veteran Jakarta Statute, and its Rector's Directive No. 15 of 2020 concerning Academic Regulations.

The UPN Veteran Jakarta's New Student Admission Manual was issued in 2022, which contains the admission process for new students in the Bachelor, Diploma, Professional and Master programmes. UPN Veteran Jakarta considers that this information helps achieving the three pillars of Higher Education (Tri Dharma Perguruan Tinggi/or "three principles of Higher Education").

There are three student admission procedures at UPN Veteran Jakarta that are explained and accessible on the website <https://penmaru.upnvj.ac.id>:

a. Entrance Test for State Universities (SNMPTN or SNM-PTN).

This selection process is carried out based on the academic achievements of prospective students by the UPN Veteran Jakarta Selection Committee under the coordination of the National Committee (University Entrance Test Institute/LTMPT) with the goal to receive qualified students

b. Joint Entrance Test for State Universities (SBMPTN or SBM-PTN).

This selection process is based on the results of the computer-based written exam (UTBK), which is carried out by the National Committee. The additional assistance is provided by UPN Veteran Jakarta Selection Committee through the location and exam room's provision.

c. UPNVJ Self Selection Track (Sema-UPNVJ).

This selection process is organised independently based on the results of the (1) computer-based written examination (UTBK), (2) academic achievements, and (3) non-academic achievements. The general requirements for the selection of new students are organised through the SNMPTN, SBMPTN and Sema- UPN Veteran Jakarta tracks from 2022.

2.2 Counselling for prospective students

For the new students' admission process, UPN Veteran Jakarta refers to the Higher Education Entrance Test Institute (LTMPT, the only institution that administers standardized higher education tests) in Indonesia for the process of SBMPTN.⁸ In addition, UPN Veteran Jakarta has a general website with information accessible to prospective new students: <https://penmaru.upnvj.ac.id>, and a special website: <https://regmaba.upnvj.ac.id>. The student admission process is carried out through the integrated information system at the university level, - from the registration, selection, announcement, and to re-registration. Moreover, in addition to media website, UPN Veteran Jakarta disseminates information to prospective

⁸ New Students Admission Manual, p. 4

students and academics through the social media, including Instagram (upnveteranjakarta), Twitter (@upnjakarta), youtube (UPN Veteran Jakarta), and Facebook (Upn Veteran Jakarta) service, and a hot line with the mobile number +62-0859-6050-5999. UPN Veteran Jakarta social media is managed by UPT Humas, which is responsible for providing information about university developments. In order to capture the interest of new students and to introduce UPN Veteran Jakarta to the public, UPT Humas actively participates in educational exhibitions and Expos (BLU Expo). The UPN Veteran Jakarta Independent Selection Committee plans to open an achievement track for a portfolio of new students to attract new students with high potential's academic abilities, and non-academic achievements as additional criteria for admissions.

2.3 Selection procedure

The procedure for selecting new students refers to the Higher Education Entrance Test Institute (LTMP) provisions for Entrance Test for State Universities (SNM-PTN) and Joint Entrance Test for State Universities (SBM-PTN). SBM-PTN, as well as UPN Veteran Jakarta Rector Regulation Number 15 of 2020 regarding SEMA Academic Regulations. Selection for three student admissions/selection tracks that apply at UPNVJ is carried out as follows:

a. Entrance Test for State Universities (SNM-PTN)

A national selection is the process of selecting new students in collaboration with the school, where the Higher Education Entrance Test Institute (LTMP) coordinates the filling of information to the School and Student Database (PDSS). The high schools (*Sekolah Menengah Atas (SMA) /vocational Sekolah Menengah Kejuruan (SMK)*) conduct a screening of students who have excellent achievements to get an SNM-PTN account and then register to take part in the selection (through uploading report cards, in the School and Student Database (PDSS)). Prospective students who have uploaded their report cards then continue by choosing a major according to their specialization and university. Not all prospective students can register for SNM-PTN because there are quotas according to school accreditation and student academic rankings. Based on data from SNM-PTN applicants, UPN Veteran Jakarta selects students based on the best academic achievement for each major. The number of SNM-PTN quotas is 20 % of the total new students. There is no registration fee during the selection process.

b. Seleksi Bersama Masuk Perguruan Tinggi Negeri (SBM-PTN)

Joint Selection is the process of selecting new students coordinated by LTMP and open to all prospective students or graduating two years before the registration year. The computer-based test system, also known as the Computer-Based Written Examination (UTBK) is conducted in collaboration with state universities. Registration fees are borne by participants according to government regulations. The number of SBM-PTN quotas at UPN Veteran Jakarta is 50 % of the total new students. The materials tested during the UTBK such as:

- (1) Scholastic Potential Test (TPS which measures cognitive abilities
- (2) English Proficiency Test which measures English language skills
- (3) Academic Ability Test (TKA) which measures knowledge and scientific understanding.

The emphasis is made on Higher Order Thinking Skills (HOTS). Students are accepted with the assessment principle with the scores above the lower limit of established quota.

c. Seleksi Mandiri Masuk Perguruan Tinggi Negeri (SEMA-UPNVJ)

This selection process is carried out independently by UPN Veteran Jakarta. The self-selection process is based on the results of the computer-based written exam (UTBK), academic achievements, and/or non-academic achievements. The total quota for SEMA-UPNVJ is 30 % of the total new students. The achievements recognized by the UPN Veteran Jakarta Selection Committee with the achievements in Olympics, sports, and arts.

Completed new student admission information can be viewed and accessed through the website <https://penmaru.upnvj.ac.id>.

For all the selection mentioned above, new students who have limited economic ability but superior achievements, the Government of the Republic of Indonesia provides scholarships through the Smart Indonesia Card - College (KIP-K).

For the entire student admission process, UPN Veteran Jakarta has prepared various information channels (website, telephone and social media) in detail for prospective applicants. Important information conveyed included selection time, quota for each department, level of strictness, tuition fees, scholarship registration and so on. The university leadership's commitment to all new student admission procedures is carried out based on the good university governance model through information transparency.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

According to Regulation of the Rector No. 33 of 2019 concerning Guidelines on Administration of English Language Proficiency Test (ELPT), every student is required to take the ELPT test to be admitted to the University. Minimum score is 450. It can be adapted by each study programme. The Faculty of Economics and Business follows the regulation and demands a minimum score of 450 points from applicants.

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

Transparency and accountability are manifested through the new student admissions procedures, implementation reports, and other documents' submission digitally organised through the website. The results and decisions of the entrance tests are announced at the national level through the SNM-PTN and SBM-PTN channels, and official websites, while the SEMA-UPNVJ admission procedures are openly announced through the UPN Veteran Jakarta website. Website access is provided on an individual basis to the new student registrants. For students who apply for national scholarships (Bidikmisi), the results can be accessed through a portal that belongs to the Ministry of Education.

Appraisal:

The admission requirements at UPN Veteran Jakarta are defined and comprehensible. They take into account national requirements and refer to them in a transparent way. The selection procedure is transparent and ensures that qualified students are admitted.

Applicants can directly use the social media channels, like Twitter or Facebook to contact the counselling service, or can go directly to the helpdesk at the UPNVJ, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

With respect to the University's long-term objective to improve its international standing, the panel **recommends** the Faculty of Economics and Business to provide all information on counselling for prospective students on its website in English (e.g. the syllabus/course handbook). This would help to establish international university partnerships for mobility programmes.

The admission requirements define the required results in an English language proficiency test to ensure that students are able to complete the study programme successfully.

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

For all four study programmes

As mentioned in chapter 1.3, the Faculty of Economics and Business asks for inputs from industry, academia and other stakeholders when designing the curricula. They are in accordance with the Indonesian National Qualifications Framework (KKNI) and include an Outcome Based Education (OBE). The graduates' Learning Outcomes are divided into attitudes, knowledge, skills that include general and specific skills.

All four study programmes implement the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme) under which students are granted the right to study beyond their study programme for two semesters (equivalent to 20 Semester Credit Units (SCU) per semester, or a maximum total amount of 40 SCUs for two semesters– see semesters 5 and 7 in the curriculum).

In addition, they can participate in one MBKM activity in the sixth semester as well. In 2020, the Ministry of Education and Culture (Mendikbud) introduced this new policy with respective ministerial decrees. It aims to give students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

For the Bachelor of Management

Curriculum Overview MBKM "Independent Campus Free to Learn"															
Bachelor Degree of Management Programme, 8 Semesters															
Modul No.	Title Course Unit	Notes	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final
			1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self- Study			
1 st Semester															
MKU120101	Religion Education		3,2								52	28	L	Exam Paper (90 Min)	4,22
MKU120102	Pancasila & Civics		4,8								80	40	L	Exam Paper (120 Min)	5,63
MNJ120101	Management		4,8								80	40	L	Exam Paper (120 Min)	5,63
MNJ120102	The Introduction to Economic Science		4,8								80	40	L	Exam Paper (120 Min)	5,63
MKU120103	Indonesian Language		3,2								52	28	L	Exam Paper (90 Min)	4,22
MNJ120103	Basic Accounting		6,4								120	40	L	Exam Paper (150 Min)	7,04
MNJ120104	The Introduction to Bussiness		4,8								80	40	L	Exam Paper (120 Min)	5,63
MKU120104	Patriotic Education		3,2								52	28	L	Exam Paper (90 Min)	4,22
2 nd Semester															
MNJ120205	Enterpreneuship			4,8							40	80	L	Project (120 Min)	5,38
MNJ120206	English for Business			3,2							52	28	L	Exam Paper (90 Min)	4,03
MNJ120207	Indonesian Economic			4,8							40	80	L	Exam Paper (120 Min)	5,38
MNJ120208	Company Budgeting			4,8							80	40	L	Exam Paper (120 Min)	5,38
MNJ120209	Business & Professional Ethic			4,8							40	80	L	Project (120 Min)	5,38
MKU120205	Leadership			3,2							52	28	L	Exam Paper (90 Min)	4,03
MNJ120210	Economic Statistics & Business			4,8							40	80	L	Project (120 Min)	5,38
MKU120206	Philosophy of Science and Logic			3,2							52	28	L	Exam Paper (90 Min)	4,03

3 rd Semester															
MNJ120311	Financial Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120312	Marketing Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120313	Human Resource Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120314	Operational Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120315	Business Research Methodology				4,8						40	80	L	Project (120 Min)	5,38
MNJ120316	Business Risk Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120317	Business Feasibility Study				4,8						80	40	L	Exam Paper (120 Min)	5,38
4 th Semester															
MNJ120413	Investasi & Portofolio Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120414	E-Marketing				4,8						40	80	L	Project (120 Min)	5,38
MNJ120415	International Marketing Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120416	Performance Evaluation				4,8						40	80	L	Project (120 Min)	5,38
MNJ120417	Organizational Behaviour				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120418	Supply Chain Management				4,8						80	40	L	Exam Paper (120 Min)	5,38
MNJ120419	Project Management				4,8						80	40	L	Exam Paper (120 Min)	5,38

5th Semester															
MNJ120520	Strategic Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120521	Bank And Other Financial						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120522	Management Information System						4,8				80	40	L	Exam Paper (120 Min)	5,38
Major of Marketing Management *)															
MNJ120521	Marketing Research						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120522	Sales Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120527	Consumer Behavior						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120528	Marketing Management Seminar						4,8				80	40	L	Project (120 Min)	5,38
Major of Financial Management *)															
MNJ120413	Money Market & Capita Market						4,8				40	80	L	Project (120 Min)	5,38
MNJ120525	Finance Theory						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120526	International Financial						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120532	Seminar Manajemen Keuangan						4,8				80	40	L	Exam Paper (120 Min)	5,38
Major of Human Resource Management *)															
MNJ120533	Manpower Planning						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120534	Compensation Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120529	Industrial Relation Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120535	Human Resources Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
Major of Operation Management *)															
MNJ120536	Quality Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120537	Negotiation & Contract						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120538	Project Management						4,8				80	40	L	Exam Paper (120 Min)	5,38
MNJ120539	Operation Management Seminar						4,8				80	40	L	Exam Paper (120 Min)	5,38

6th Semester (Courses for MBKM Internship Program Conversion)

MNJ120640	Managerial Economics							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120641	International Business							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120642	Business in Changing Society							4,8			80	40	L	Exam Paper (120 Min)	5,38
Major of Marketing Management *)															
MNJ120523	Service Marketing**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120643	Brand Growth and Sustainability**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120644	Integrated Marketing Communication**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120645	Customer Relationship Management**							4,8			40	80	L	Project (120 Min)	5,38
Major of Financial Management *)															
MNJ120646	Financial Technology**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120647	Syariah Finance**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120648	Strategic Finance Management**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120649	Financial Behavior**							4,8			80	40	L	Exam Paper (120 Min)	5,38
Major of Human Resource Management *)															
MNJ120650	Diversity and Inclusion**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120651	Talent Management**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120652	Organizational Culture and Climate**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120653	International Human Resources**							4,8			80	40	L	Exam Paper (120 Min)	5,38
Major of Operation Management *)															
MNJ120654	Logistic Management**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120655	Operasional Research**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120656	Service Operations Management**							4,8			80	40	L	Exam Paper (120 Min)	5,38
MNJ120657	Technology Management							4,8			80	40	L	Exam Paper (120 Min)	5,38

7th Semester (Courses for Students studying outside study program)															
MNJ120758	Business Law								4,8		80	40	L	Exam Paper (120 Min)	3,84
MNJ120759	Retail Management								4,8		80	40	L	Exam Paper (120 Min)	3,84
MNJ120760	Career Management														
MNJ120761	Banking Management														
MNJ120762	Export Import														
MNJ120763	Cooperative Management and SMEs								4,8		80	40	L	Exam Paper (120 Min)	3,84
MNJ120764	Taxation								4,8		80	40	L	Exam Paper (120 Min)	3,84
MNJ120765	Quantitative dan Qualitative Decision Making								4,8		40	80	L	Exam Paper (120 Min)	3,84
8 th Semester															
MNJ120866	Thesis									9,66					
Please describe further modules / semesters in the same way															
C	Colloquium									1					1 / 210
BA	Bachelor's Thesis									11					11 / 210
total			35,2	34	33,6	34	33,6	34	24	9,7	3432	2248	0		
		Total ECTS all	#####												
		Total Hours	#####												
L:	Lecture														
S:	Seminar														
T:	Tutorial														
...	...														

For the Bachelor of Accounting

Curriculum Overview													
Bachelor Degree : Accounting, 7 Semesters													



1st Semester													
Modul No.	Course	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study	I.e. lecture course, seminar		
MKU120102	Pancasila and Civic Society	4.8							78	42	L	Exam Paper (120 minutes)	0.2115
MKU120106	Introduction to Philosophy of Science and Logical Thinking	4.8							78	42	L	Exam Paper (120 minutes)	0.2115
MKU120103	Indonesian Language	3.2							52	28	L	Exam Paper (90 minutes)	0.2115
AKT120101	Introduction to Accounting	6.4							104	56	L	Exam Paper (120 minutes) and Project	0.2115
AKT120102	Statistics for Applied Business	6.4							104	56	L	Exam Paper (120 minutes)	0.2115
AKT120103	Advanced Academic Writing	3.2							52	28	L	Exam Paper (90 minutes)	0.2115
AKT120104	English for Accounting	4.8							78	42	L	Exam Paper (120 minutes)	0.2115
AKT120105	Introduction to Management and Business	3.2							52	28	L	Exam Paper (120 minutes)	0.2115

2nd Semester

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study	I.e. lecture course, seminar		
MKU120204	Education of Bela Negara		3.2						52	28	L	Exam Paper (120 minutes)	
MKU120201	Religious Education		3.2						52	28	L	Exam Paper (120 minutes)	
MKU120205	Leadership		3.2						52	28	L	Exam Paper (120 minutes)	
AKT120201	Financial Accounting 1		4.8						78	42	L	Exam Paper (120 minutes)	

AKT120202	Cost Accounting		4.8						78	42	L	Exam Paper (120 minutes)	
AKT120203	Audit and Assurance 1		4.8						78	42	L	Exam Paper (120 minutes)	
AKT120204	Business Process Practicum		3.2						28	52	P	Case Study	
AKT120205	Accounting Practicum		3.2						28	52	P	Case Study	
AKT120206	Introduction to Economics		3.2						52	28	L	Exam Paper (120 minutes)	

3rd Semester

Modul No.	Course	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
AKT120301	Financial Accounting 2			4.8					78	42	L	Exam Paper (120 minutes)	
AKT120302	Management Accounting			4.8					78	42	L	Exam Paper (120 minutes)	
AKT120303	Taxation			4.8					78	42	L	Exam Paper (120 minutes)	
AKT120304	Audit and Assurance 2			4.8					78	42	L	Exam Paper (120 minutes)	
AKT120305	Accounting Information System			4.8					78	42	L	Exam Paper (120 minutes)	
AKT120306	Basic Business Programming			3.2					52	28	L	Exam Paper (120 minutes)	
AKT120307	Corporate Finance			4.8					78	42	L	Exam Paper (120 minutes)	

4th Semester

Modul No.	Course	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
AKT120401	Advanced Financial Accounting 1				4.8				78	42	L	Exam Paper (120 minutes)	
AKT120402	Management Control System				4.8				78	42	L	Exam Paper (120 minutes)	
AKT120403	Strategic Management				4.8				78	42	L	Exam Paper (120 minutes)	
AKT120404	Tax Management				4.8				78	42	L	Exam Paper (120 minutes)	
AKT120405	Corporate Risk Management				4.8				78	42	L	Exam Paper (120 minutes)	
AKT120406	Big Data Analytics				3.2				52	28	L	Exam Paper (120 minutes)	
AKT120407	IT-Based Accounting and Audit				3.2				52	28	L	Exam Paper (120 minutes)	
AKT120408	Start-up Business				3.2				52	28	L	Project	

5th Semester

Modul No.	Course	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study	I.e. lecture course, seminar		
AKT120501	Government Accounting					4.8			78	42	L	Exam Paper (120 minutes)	
AKT120502	Corporate Governance and Business Ethics					4.8			78	42	L	Exam Paper (120 minutes)	
AKT120503	Advanced Financial Accounting 2					4.8			78	42	L	Exam Paper (120 minutes)	
AKT120504	Sharia Accounting and Finance					4.8			78	42	L	Exam Paper (120 minutes)	
AKT120505	Tax Accounting					4.8			78	42	L	Exam Paper (120 minutes)	
AKT120506	Issues in Digital Finance and Business					3.2			52	28	L	Exam Paper (120 minutes)	
AKT120507	Public Sector Accounting					4.8			78	42	L	Exam Paper (120 minutes)	
EKS120402	Economics of Ziswaf					4.8			78	42	L	Exam Paper (120 minutes)	
EKP120408	Economics and International Trade					4.8			78	42	L	Exam Paper (120 minutes)	
	Data Mining and Data Warehouse					3.2			52	28	L	Exam Paper (120 minutes)	
	Data Mining and Data Warehouse Practicum					1.6			14	26	P	Case Study	
	Strategic Social Media					4.8			78	42	L	Exam Paper (120 minutes)	
	Social Media Content Writing					4.8			78	42	L	Exam Paper (120 minutes)	
	Occupational Health and Safety					4.8			78	42	L	Exam Paper (120 minutes)	
TEK120518	Internet of Things					3.2			52	28	L	Exam Paper (120 minutes)	
	Tax Law					4.8			78	42	L	Exam Paper (120 minutes)	

6th Semester

Modul No.	Course	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in class	Hours on schedule	i.e. lecture course, seminar		
AKT120601	Internship						32			800	P	Presentation and Final Report	
AKT120602	Student Exchange						32			800	P	Presentation and Final Report	
AKT120603	Research						32			800	P	Presentation and Final Report	
AKT120604	Entrepreneur Activity						32			800	P	Presentation and Final Report	

AKT120605	Social Project						32			800	P	Presentation and Final Report	
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7th Semester

Modul No.	Course	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours out of Class			
AKT120701	Financial Statement Analysis							4.8	78	42	L	Exam Paper (120 minutes)	1 2 3
AKT120702	Accounting Seminar and Theory							4.8	42	78	S	Exam Paper (120 minutes)	1 2
AKT120703	Internal Audit							4.8	78	42	L	Exam Paper (120 minutes)	1 2
AKT120704	Public Sector Audit							3.2	52	28	L	Exam Paper (120 minutes)	1 2 3
AKT120705	Accounting Research Methodology							4.8	78	42	L	Exam Paper (120 minutes)	1 2 3
AKT120706	Advanced Management Accounting							4.8	78	42	L	Exam Paper (120 minutes)	1 2 3
AKT120707	Forensic Audit							4.8	78	42	L	Exam Paper (120 minutes)	1 2 3
	Politics, Defense, and Security							4.8	78	42	L	Exam Paper (120 minutes)	
TEK120517	New and Renewable Energy Systems							3.2	52	28	L	Exam Paper (120 minutes)	
TEK120519	Artificial Intelligence							3.2	52	28	L	Exam Paper (120 minutes)	
	Corruption and Money Laundering							4.8	78	42	L	Exam Paper (120 minutes)	
BA	Bachelor's Thesis							9.6		240			

TOTAL 240 ECTS x 25 hours = 6.000 hours workload	36.8	33.6	32	33.6	32	32	41.6			240.00
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L: Lecture
S: Seminar
P: Practicum

- Courses outside the study program . Students choose courses within and/or outside the study program as many as 14 credits (from 14 credits of courses within the study program and from 23 credits of courses outside the study program)
- Choose one of the independent activities outside the study program
- Course outside the study program. Students choose courses within and/or outside the study program as many as 6 credits (from 6 credits of courses in the offered study program and from 10 credits of courses outside the offered study program)

For the Bachelor of Development Economics

Sample Curriculum Overview															 FIBAA
Here: Development Economics, Bachelor's Programme, 7 Semesters															
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study				
1 st Semester															
MKU120101	Religious education	3,22								52	28	L	Exam Paper (90 menit)	1,38	
MKU120102	Education and Citizenship	4,83								78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120103	English for Economics	4,83								78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120104	Introduction to Microeconomics	4,83								78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120105	Introduction to Business	3,22								52	28	L	Exam Paper (90 menit)	1,38	
EKP120106	Statistics 1	4,83								78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120107	Introduction to Accounting 1	3,22								52	28	L	Exam Paper (90 menit)	1,38	
EKP120108	Economic Mathematics 1	4,83								78	42	L	Project Essay / Presentation (120 min)	2,08	
2 nd Semester															
EKP120201	Introduction to Macro Economics		4,83							78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120202	Statistics 2		4,83							78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120203	Indonesian economy		4,83							78	42	L	Project Essay / Presentation (120 min)	2,08	
MKU120204	Defend the country		3,22							52	28	L	Exam Paper (90 menit)	1,38	
MKU120205	Leadership		3,22							52	28	L	Exam Paper (90 menit)	1,38	
MKU120206	Philosophy of Science + Logic		3,22							52	28	L	Exam Paper (90 menit)	1,38	
EKP120207	History of Economic Thought		4,83							78	42	L	Project Essay / Presentation (120 min)	2,08	
EKP120208	Economic Mathematics 2		4,83							78	42	L	Project Essay / Presentation (120 min)	2,08	

3rd Semester														
EKP120301	Development Economics			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120302	Monetary Economics			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120303	Public economics & health			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120304	Microeconomics 1			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120305	Entrepreneur			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120306	Industrial and Digital Economics			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120307	Labor economy and Poverty			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120308	Econometrics 1			4,83						52	28	L	Exam Paper (90 menit)	2,08
4th Semester														
EKP120401	Experimental Economics (behavioral economics)			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120402	Macroeconomics 1			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
MKU120403	Indonesian Language			3,22						52	28	L	Exam Paper (90 menit)	1,38
EKP120404	Economic Research Methodology			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120405	Econometrics & Data Analisist 2			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120406	Economics of Natural Resources and Environmental Energy			3,22						52	28	L	Exam Paper (90 menit)	1,38
EKP120407	Akumulation and crisis			3,22						52	28	L	Exam Paper (90 menit)	1,38
EKP120408	Economy and international Trade			3,22						52	28	L	Exam Paper (90 menit)	1,38
EKP120409	Input and output Economy			3,22						52	28	L	Exam Paper (90 menit)	1,38
EKP120410	Bank and Central Bank			4,83						78	42	L	Project Essay / Presentation (120 min)	2,08

5th Semester														
EKP120501	Transportation Economic					4,83				78	42	L	Exam Paper (90 menit)	2,08
EKP120709	Big Data Analysis for Sustainable Development					4,83				78	42	L	Exam Paper (90 menit)	2,08
EKP120505	Microeconomics 2					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120506	Macroeconomics 2					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120507	Human Resource and Labor Economics*					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120508	Institutional and Political Economics **					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120509	Development Strategic Planning *					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120510	Monetary Policy in Development **					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120511	State Financial Economics ***					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120512	Regional and Rural Economy *					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120513	International Monetary Economics **					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120514	Public Analysis ***					4,83				78	42	L	Project Essay / Presentation (120 min)	2,08
6th Semester (This Semester will be arrange by MBKM Program)														
EKP120601	Internship													
	Hard Skills :													
	Formulating Engineering Problems					4,83				78	42	Project Base	Project Essay (90 min)	2,08
	Resolving Technical Problems in the field					4,83				78	42	Project Base	Project Essay (90 min)	2,08
	Ability of Synthesis in Design Form					6,44				104	56	Project Base	Project Essay (90 min)	2,77
	Soft Skills :													
	Communication Ability					3,22				52	28	Project Base	Project Essay (90 min)	1,38
	Cooperative Ability					3,22				52	28	Project Base	Project Essay (90 min)	1,38
	Hard work					3,22				52	28	Project Base	Project Essay (90 min)	1,38
	Leadership					3,22				52	28	Project Base	Project Essay (90 min)	1,38
	Creativity					3,22				52	28	Project Base	Project Essay (90 min)	1,38

EKP120602	Entrepreneurship														
	Hard Skills :														
	Formulate Problems						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Analyzing Business Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Resolving Business Technical Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Soft Skills :														
	Ability to Read Opportunities						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Cooperative Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Innovation						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Creativity						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Discipline						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
EKP120603	Village Development														
	Hard Skills :														
	Formulate Problems						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Analyzing village problems						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Resolve a Problem Village Technical						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Decision Making Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Cooperative Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Leadership						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Creativity						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Discipline						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
EKP120604	Student Exchange														
	Hard Skills :														
	Lecture 1						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Lecture 2						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Lecture 3						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Lecture 4						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Lecture 5						4,83			78	42	Project Base	Project Essay (90 min)	2,08	
	Organizational Activity						3,22			52	28	Project Base	Project Essay (90 min)	1,38	
	Activity Community service						4,83			78	42	Project Base	Project Essay (90 min)	2,08	

EKP120605	Teaching Assistance													
	Hard Skills :													
	Learning Planning Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Ability to Implement Learning						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Learning Evaluation Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Communication Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Cooperative Ability						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Leadership						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Creativity						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Discipline						3,22			52	28	Project Base	Project Essay (90 min)	1,38
EKP120606	Independent Projects													
	Hard Skills :													
	Formulate Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Analyzing Project Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Resolving Project Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Cooperative Ability						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Innovation						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Creativity						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Discipline						4,83			78	42	Project Base	Project Essay (90 min)	2,08
EKP120607	Humanitarian Projects													
	Hard Skills :													
	Formulate Problems						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Analyzing Environmental Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Resolving Environmental Technical Problems						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Decision Making Ability						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Cooperative Ability						4,83			78	42	Project Base	Project Essay (90 min)	2,08
	Leadership						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Creativity						3,22			52	28	Project Base	Project Essay (90 min)	1,38
	Discipline						4,83			78	42			2,08
	When Accept Student Exchange													
EKP120608	Lecture 1 (Projek Evaluation)						4,83			78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120609	Lecture 2 (Akumulation and Crisis)						4,83			78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120610	Lecture 3 (Economic and International Trade)						4,83			78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120611	Lecture 4 (Economic Sociology)						4,83			78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120612	Lecture 5 (International Economy: America, China and Europe)						4,83			78	42	L	Project Essay / Presentation (120 min)	2,08
EKP120613	Organizational Activity						3,22			52	28	L	Project Essay / Presentation (30 min)	1,38
EKP120614	Community Service Activities						4,83			80	40	L	Project Essay / Presentation (120 min)	2,08

[illegible]

For the Bachelor of Sharia Economics

Curriculum Overview														
Here: Sharia Economics, Bachelor's Programme, 8 Semesters														
1 st Semester														
Modul No.	Course	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
EKS120101	Introduction to Microeconomics	4,83								78	42	L/PjBL/CB/CS/DL	Exam Paper (120 minutes)	2,82
EKS120102	Introduction to Macroeconomics	4,83								78	42	L/PjBL/CB/CS/DL	Exam Paper (120 minutes)	2,82
EKS120103	Introduction to Islamic Economics	4,83								78	42	L/PjBL/CB/CS/DL	Exam Paper (120 minutes)	2,82
EKS120104	English for Economics	4,83								78	42	L/PjBL/CB/CS/DL	Exam Paper (120 minutes)	2,82
EKS120105	Mathematics for Economics	4,83								78	42	L/PjBL/CB/CS/DL	Exam Paper (120 minutes)	2,82
MKU120101	Religion	3,22								52	28	L/PjBL/CB/CS/DL	Exam Paper (90 minutes)	2,11
MKU120103	Indonesia Language	3,22								52	28	L/PjBL/CB/CS/DL	Exam Paper (90 minutes)	2,11
MKU120106	Philosophy of Science and Logic	3,22								52	28	L/PjBL/CB/CS/DL	Exam Paper (90 minutes)	2,11
2 nd Semester														
Modul No.	Course													
EKS120201	Islamic Microeconomics		4,83							78	42	L/PjBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82
EKS120202	Introduction to Accounting		4,83							78	42	L/PjBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82
EKS120203	Islamic Macroeconomics		4,83							78	42	L/PjBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82
EKS120204	Verses and Hadits of Economics		3,22							52	28	L/PjBL/CB/CS/SGD	Exam Paper (90 minutes)	2,11
EKS120205	History of Islamic Economic Thought		4,83							78	42	L/PjBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82
MKU120205	Leadership		3,22							52	28	L/PjBL/CB/CS/SGD	Exam Paper (90 minutes)	2,11
MKU120204	State Defence Education		3,22							52	28	L/PjBL/CB/CS/SGD	Exam Paper (90 minutes)	2,11
MKU120202	Pancasila		4,83							78	42	L/PjBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82

3rd Semester														
Modul No.	Course													
EKS120301	Statistics for Economics 1			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120302	Islamic Economic Development			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120303	Fiqh Muamalat			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120304	Islamic Monetary Economics			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120305	Islamic Accounting			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120306	Introduction to Business			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120307	Ushul Fiqh & Kaidah Fiqh of Ekonomi			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
4nd Semester														
Modul No.	Course													
EKS120401	Statistics for Economics 2			4,83					78	42	L/PJBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82	
EKS120402	Islamic Social Economics			4,83					78	42	L/PJBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82	
EKS120403	Islamic Financial Institution - Non Bank			3,22					52	28	L/PJBL/CB/CS/SGD	Exam Paper (90 minutes)	2,11	
EKS120404	Islamic Microfinance			4,83					78	42	L/PJBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82	
EKS120405	Economy of Indonesia			4,83					78	42	L/PJBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82	
EKS120406	Econometrics			4,83					78	42	L/PJBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82	
EKS120407	Islamic Fiscal Policy			4,83					78	42	L/PJBL/CB/CS/SGD	Exam Paper (120 minutes)	2,82	
5nd Semester														
Modul No.	Course													
	Regular Pathway													
EKS120501	Islamic Public Economy			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120502	Islamic Banking			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120503	Research Methodology			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120504	Halal Industry Economy			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120505	Islamic Financial Market			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120506	Islamic Financial Management			4,83					78	42	L/PJBL/CB/CS/DL	Exam Paper (120 minutes)	2,82	
EKS120507	Islamic Financial Report Analysis			3,22					52	28	L/PJBL/CB/CS/DL	Exam Paper (90 minutes)	2,11	

8nd Semester														
Modul No.	Course													
	Optional:								9,66					
EKS120801	Thesis								9,66	251,16	135,24	PjBL/DL/CS/SDL	Project presentation (90 minutes)	2,11
EKS120802	Publication								9,66	251,16	135,24	PjBL/DL/CS/SDL	Project presentation (90 minutes)	2,11
total		33,81	33,81	33,81	32,20	32,20	32,20	28,98	9,66					
L	1. <i>Lecture</i>													
SGD	2. <i>Small Group Discussion</i>													
S/D	3. <i>Simulation/Demonstration</i>													
DL	4. <i>Discovery Learning</i>													
SDL	5. <i>Self-Directed Learning</i>													
CL	6. <i>Cooperative Learning</i>													
CB	7. <i>Collaborative Learning</i>													
CI	8. <i>Contextual Instruction</i>													
PjBL	9. <i>Project-Based Learning</i>													
CS	10. <i>Case Study</i>													
NOTE:														
1. Regular Pathway = Mahasiswa menempuh seluruh course di dalam program studi														
2. MBKM Pathway =														
a. Mahasiswa dapat menempuh 5 sks di luar Program Studi pada semester 5, dan 15 sks di luar Program Studi pada semester 7														
b. Mahasiswa dapat memilih salah satu aktivitas yang diakui sebanyak 20 sks pada semester 6														

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

For the Bachelor of Management

The curriculum of the Bachelor of Management offers four specialisations, Finance Management, Marketing Management, Human Resources Management, and Operational Management. To prepare the students for their future employment, besides their diploma and study focus, the graduates must receive a special certification issued by the National Professional Certification Agency (BNSP). To reflect the latest trends, the curriculum included for instance project management, managerial economics, big data analysis, and econometrics courses. Participation in the MBKM programme is possible for students in the fifth and/or seventh semester. The activities are equivalent to 20 SCUs as determined individually by the study programme.

While designing the curriculum, the Bachelor of Management reflects upon current challenges of the markets to include them in the contents of the study programme and to prepare the students in this respect. For instance, the challenges include among others increased market chances, digitalization, increased competition between individuals and organizations in accessing resources, uncontrolled exploitation of resources that has impacts such as depletion of natural resources, reduced biodiversity and species extinction and increased social instability and conflict also caused by the emergence of a pandemic that threatens human health and economic order. Against that backdrop, they determined the following intended learning outcomes:

The courses and specialisations are aligned to the Intended Learning Outcomes (see chapter 1.1). For instance, students following the Human Resources Management profile attend compulsory classes like Business English, Introduction to Economics, Introduction to Business Statistics and Introduction to Accounting. They also choose from elective courses, such as Business Law, Qualitative and Quantitative Decision Making and then they specialise in HR-related courses: HR Planning, Diversity and Inclusion, Talent Management etc.

For the Bachelor of Accounting

The Association of Certified Chartered Accountants (ACCA) recognized the curriculum of the Bachelor of Accounting. Students can choose from four profiles, junior financial accountant, junior management accountant, junior auditor, and junior accountant in Information Technology and Systems.

The Bachelor of Accounting provides 40 compulsory courses, seven elective courses, and 13 elective courses outside the study programme. In the fifth and/or seventh semester, students may choose courses outside of the Accounting study programme at other faculties of UPN Veteran Jakarta or outside the University. For instance, students can take part in the MBKM programme outside the University in the sixth semester by doing internships, participating in student exchange, research or entrepreneurial activities, and a humanitarian project that will be recognized as equivalent to 20 SCUs per semester.

In cooperation with external stakeholders, the Bachelor of Accounting defined the following expected learning outcomes:

For the Bachelor of Development Economics

Taking the University's value of "Patriotism" and the stakeholder expectation into account, the courses of the Bachelor of Development Economics are designed to support the training in the programme's designed graduate profiles such as research assistant at a government or private institution, an assistant economist, assistant market analyst, assistant data analyst or entrepreneur.

Students can choose among others courses like Macroeconomics and Microeconomics, Public Economics, Development Economics, Monetary Economics, Health Economics, Population Economics, Industrial Economic, Big Data Analysis, Input and Output Economics, Statistics, Econometrics, Economic Mathematics, Banks and Financial Institutions & Central Banking, Accounting, Mathematics, Taxation, and History of Economic Thought.

Like the other study programmes, stakeholders supported the preparation of the curriculum through the so-called Focus Group Discussion. Among the members were renowned personalities, for instance the Chair of the All-Indonesian Development Economics Study Program Alliance, the Head of the Economics Study Programme of Universitas Indonesia and the Director of the Department of Foreign Exchange Management of the Bank Indonesia.

For the Bachelor of Sharia Economics

As mentioned in chapter 1.1, the Bachelor of Sharia Economics intends to educate the students to become junior analyst of Islamic economics and finance, junior researcher of Islamic economics and finance, and Halal industry entrepreneurs.

For that matter, the study programme designed courses they regard as relevant for the graduate profiles. Among these courses are general introductory courses such as Introduction to Islamic Economics, Introduction to Microeconomics and Macroeconomics, and Introduction to Accounting. Moreover, many courses focus on topics related to Islam and Sharia, for instance Verses & Hadith of Economics, Ushul Fiqh & Kaidah Fiqh Economics, Fiqh Muamalat, History of Islamic Economic Thought, Islamic Microeconomics and Macroeconomics, Islamic Development Economics, Indonesian Economy, Islamic Monetary Economics, Halal Industrial Economics, Islamic Fiscal Policy, Islamic Finance, Islamic Microfinance, Islamic Financial Market, and Islamic Banking Investment & Portfolio Analysis. International trends are covered in courses such as International Economy. Interdisciplinary skills are delivered in courses like Economic Statistics, Islamic Financial Report Analysis, Islamic Financing Analysis, Research Methodology, Big Data Analysis, and Econometrics.

Students can participate in courses outside their study programme and outside UPN Veteran Jakarta the between the fifth and seventh semester. In each semester, the activities account for 20 SCUs. In the sixth semester, they can apply for an MBKM activity.

The preparation of the curriculum of the Bachelor of Sharia Economics was supported by the National Amil Zakat Agency (Baznas) and the Indonesian Waqf Agency (BWI).

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

For all study programmes

All study programmes' names follow the Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 257/M/KPT/2017.

Students of the Bachelor of Management will be awarded with the degree "Bachelor of Management" (Sarjana Manajemen, S.M.). The Bachelor of Accounting programme awards the academic title Bachelor of Accounting (Sarjana Akuntansi, S.Ak.). The names of the study programmes Development Economics and Sharia Economics were both permitted by the Ministry of Research, Technology and Higher Education in 2017. In both programmes, students receive the academic title of Bachelor of Economics (Sarjana Ekonomi, SE).

3.1.3 Integration of theory and practice (Asterisk Criterion)

For all four study programmes

The Faculty of Economics and Business attaches importance to balancing theoretical and practical units in the study programmes. Therefore, in all four study programmes, students can participate in the MBKM activities that allow them to gain working experience beyond their study programme and the University. Moreover, the study programmes also offer simulations and laboratories.

The **Bachelor of Management** provides capital market trading simulations in its laboratory that is organized in collaboration with the investment company MNC Sekuritas.⁹ In addition, the courses Statistics for Business and Basic Accounting are taught with a practical outlook.

The **Bachelor of Accounting** offers simulations at the laboratory and courses that link theoretical knowledge with practical implementation, such as Applied Business Statistics, Financial Accounting, Cost Accounting and Accounting Practice.

The **Bachelor of Development Economics** has a similar linkage between theoretical and practical units of its courses. Courses such as Statistics, Econometrics and Data Analysis, Introduction to Accounting use theoretical and practical contents to prepare their students for their future employment.

The **Bachelor of Sharia Economics** provides simulation or practical classes as well which they call these courses "practicum courses" because they focus on practical matters. The practicum courses are:

⁹ See <https://www.mncsekuritas.id/> (last access on July 17, 2023).

Table 5 Practicum Courses of the Bachelor of Sharia Economics

No	Course	Semester	Remark
1	Introductory to Accounting	2	Compulsory
2	Sharia Accounting	3	Compulsory
3	Economic Statistics 1	3	Compulsory
4	Economic Statistics 2	4	Compulsory
5	Econometrics	4	Compulsory
6	Sharia Banking	5	Compulsory
7	Islamic Business and Entrepreneurship Feasibility	6	Compulsory
8	Islamic Investment and Portfolio Analysis	7	Compulsory
9	Big Data Analysis	7	Compulsory

3.1.4 Interdisciplinary thinking

For all four study programmes

In the framework of the cross-study learning programme, students can take courses of other study programmes at the Faculty of Economics and Business or at other faculties within the UPN Veteran Jakarta. In addition to this, the MBKM programme offers students to gain experience outside the University. In doing that, students shall learn to be open-minded and how to deal with and get along in a dynamic society. If they have questions in that respect, students can call upon their Academic Advisor.

The **Bachelor of Management** prepares its students to their prospective employment by offering courses from different disciplines that are provided within or outside the University.

Table 6 Courses to train interdisciplinary thinking at the Bachelor of Management

Seme ster	Courses outside the Program Study within the University	Seme ster	Courses outside the University
V	1. Faculty of Law: International Economic and Business Transaction Law, Insurance Law, 2. Faculty of Social and Political Science: Business and Politics 3. Faculty of Computer Science: Big Data, Technology System and Information 4. Faculty of Engineering: Occupational Health and Safety	VI	Any Universities with the following subjects: 1. Franchise Business Management 2. International Entrepreneurship 3. Economics of innovation and entrepreneurship 4. Technological innovation in entrepreneurship 5. Innovation Management 6. Managerial Economics 7. Business Competition Management
VII	1. Faculty of Computer Science: Decision Supporting System, Business Process Analysis 2. Faculty of Social and Political Science: Persuasive Communication, Political Entrepreneurship 3. Faculty of Law: Investment and Capital Market Law, Consumer Protection Law, Anti-Monopoly and Unfair Business Competition Law 4. Faculty of Engineering: Industrial Psychology		

The **Bachelor of Accounting** cooperates with other faculties to offer students interdisciplinary courses.

Table 7 Courses to train interdisciplinary thinking at the Bachelor of Accounting

No.	Course	Organizing Study Program
1	Basic Business Programming	Accounting
2	Big Data Analytics	Accounting
3	Financial and Business Digital Issues*	Accounting
4	Ziswaf Economics*	Sharia Economics
5	International Economic and Trade*	Development Economics
6	Data Mining and Data Warehouse*	Informatics
7	Data Mining dan Data Warehouse Practicum *	Informatics
8	Strategic Social Media*	Communication Science
9	Social Media Content Writing*	Communication Science
10	Occupational Safety and Health *	Industrial Engineering
11	Internet of Things*	Electrical Engineering
12	Tax Law *	Law

Note : * Elective course

The **Bachelor of Development Economics** cooperates with the Faculty of Computer Science. For example, students can attend the Introduction to Computer Science so that they follow technological developments; learn about data analysis and data processing software.

The **Bachelor of Sharia Economics** allows its students to take the following courses to train their interdisciplinary thinking skills:

Table 8 Courses to train interdisciplinary thinking at the Bachelor of Sharia Economics programme

NO	COURSE	ORGANIZING STUDY PROGRAM
1	Microprudence & Macropudence	Sharia Economics
2	Islamic Digital Business Model	Sharia Economics
3	Islamic Business & Entrepreneurship Feasibility	Sharia Economics
4	Information System and Technology	Information System
5	Data Base System	Information System
6	Content Writing for Social Media	Communication Science
7	Digital Communication Strategy	Communication Science
8	Global Communication and Media	International Relations
9	Industrial Ergonomics	Industrial Engineering
10	Technical Management and Economics	Electrical Engineering
11	International Economic and Business Transaction Law	Law

3.1.5 Ethical aspects

For all four study programmes

The Faculty of Economics and Business promotes the University's mission that focuses on patriotic education. Hence, ethical issues are taught in compulsory courses, such as Religious Education, Pancasila, and state defence education.

On study programme level, each study programme at the Faculty of Economics and Business considers ethical aspects as well.

The **Bachelor of Management** teaches professional ethics in courses like Leadership or Philosophy of Science and Logic.

The **Bachelor of Accounting** discusses professional ethics in courses like Audit and Assurance, and Governance and Business Ethics.

The **Bachelor of Development Economics** delivers ethical aspects in courses like Philosophy of Science & Logics (studying aspects of critical thinking), Experimental Economics (studying aspects of application of Economic theories in society), and Business Ethics and Profession (studying ethics related to running a profession and business).

The **Bachelor of Sharia Economics** focuses on ethical aspects that are relevant to the field of Sharia economics and businesses. Therefore, it offers courses like Fiqh Muamalah (focusing on forbidden aspects in business), History of Islamic Economic Thought (teaching the behaviour of players in the early days of Islam), and Business Ethics in Islam (introducing ethics related to business transactions).

In addition, all study programmes apply the software *Turnitin* to check every thesis to see if there are cases of plagiarism.

3.1.6 Methods and scientific practice (Asterisk Criterion)

For all study programmes

At the Faculty of Economics and Business, lecturers are supposed to implement the required Tridharma which refers to teaching, research and community service. In this framework, lecturers conduct research projects which students can join. In doing that, they get familiar with scientific standards and learn how to publish a paper. This will be helpful with regard to their final thesis that they are supposed to publish as well.

For the Bachelor of Management

Courses like Statistics in the second semester or Research Methodology in the third semester convey scientific competencies such as doing research and mastering data processing tools. These classes prepare students to conduct their own research and to write the final thesis in the last semester.

For the Bachelor of Accounting

The Bachelor of Accounting study programme teaches analytical and scientific skills in courses such as Academic Writing, Accounting Research Methodology, and through the preparation and writing of the final thesis.

For the Bachelor of Development Economics

The Bachelor of Development Economics designed courses like Experimental Economics, Data Science and Research Methods to convey scientific and analytical skills. Students have to prepare a research proposal for their final thesis.

For the Bachelor of Sharia Economics

Similar to the other three study programmes, several courses at the Bachelor of Sharia Economics intend to train the students' analytical and scientific skills. Among those courses are Data Science and Research Methods, Economics Statistics and the research proposal seminar.

3.1.7 Examination and final thesis (Asterisk Criterion)

For all four study programmes

Every semester, the students at the FEB must take four learning outcome tests per course every four weeks. These tests include a mid-term and final exam, as determined in the Academic Guidelines.¹⁰ In between there are two other tests that can be designed in the form of a quiz, written or oral assignment and group project or presentations. The format depends on the contents and the aim of the course. In a course that focuses on analytical skills, like Statistics, a case study can be chosen as assignment. The weight of each of the four assignments is determined separately accounting for 100 percent altogether.

The final thesis must be completed in the last semester. At that time, students must prove that they have achieved an English proficiency of 450 points in a TOEFL test and must possess certificates of contents relevant for their study programme.

For the **Bachelor of Development Economics**, the final thesis can be substituted by a journal publication in a national or international journal with a high reputation. For a national journal, it is SINTA 3 and for an international journal, it is a Q4 accreditation.

Appraisal:

In general, the panel takes the view that the curricula of all for study programmes are adequate in defining clear qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. All study programmes designed special profiles for which they offer compulsory electives and optional electives that enable students to acquire additional competences and skills. For instance, all students can earn additional certificates in special areas, like a certificate in Accounting Information Systems or Sharia Accounting.

However, the panel identified aspects that the **Bachelor of Management, the Bachelor of Development Economics and the Bachelor of Sharia Economics** could develop further with regard to the contents.

For the **Bachelor of Management**, the panel **recommends** considering the course Mathematics for Economists for the curriculum.

For the **Bachelor of Development Economics**, the panel **recommends** including more specialised courses about development economics, such as field experiments in development economics, and topics like microfinance or economic problems of the global south into the curriculum.

For the **Bachelor of Sharia Economics**, the panel **recommends** teaching comparative courses that deal with Islamic and non-Islamic contents. For example, students studying Islamic Finance can benefit from a deeper understanding of both conventional banking and

¹⁰ See Regulation of the Rector of Universitas Pembangunan Nasional Veteran Jakarta No. 15 of 2020 on Academic Regulations of Universitas Pembangunan Nasional Veteran Jakarta.

finance theory (e.g. through more conventional banking live sessions with practitioners, better access to Western digital finance journals, research material and books), as well as international accounting standards. By including comparative contents, the students can understand fundamental differences between the two systems to appreciate the nuances of Islamic Finance. Moreover, such a fundamental knowledge will enable students to communicate effectively with professionals in the conventional finance industry, and to make informed decision when advising clients. Hence, it will create job opportunities in both sectors.

In the statement on the report, the Faculty of Economics indicates that in the future, they will develop the course content by combining Islamic and other views. For example, in microeconomics and macroeconomics courses shall be deepened with an Islamic perspective. Likewise, other courses such as international economics shall include a portrait of the global economy and the economy in Muslim countries. They intend to apply this pattern to several other relevant courses.

For all four study programmes, the degrees and programme names correspond to national naming standards, the contents of the curriculum and the programmes' objectives.

The panel came to the view that the title of the study programme **Bachelor of Development Economics** is misleading for international students and from an international point of view. This is due to the fact, that the term "development economics" has a different meaning internationally compared to Indonesia. From an international perspective, the study programme is equal to a typical "Bachelor of Economics" that is concerned with traditional development topics, such as the so-called "Third World" problems including economics of growth and applications to developing countries, inequalities and foreign aid. In the study programme at the UPNVJ, these contents are missing. So, the panel **recommends** the **Bachelor of Development Economics** to change the name of the study program to "Bachelor of Economics" **or** to integrate traditional development topics into the curriculum. In doing so, the University can enhance its international attractiveness as well.

In addition, during the on-site visit, the representatives of the **Bachelor of Sharia Economics** explained that they chose to translate the name with "Sharia" and not "Islamic" to distinguish the contents more clearly from other programmes and to signal a neutral standpoint. The responsible ministry is the Ministry of Education and not the Ministry of Religious Affairs. In contrast to this, Islamic universities in Indonesia are under the auspices of the Ministry of Religious Affairs. However, the panel would like to point out that the attribute "Sharia" in the name of the **Bachelor of Sharia Economics** as used in the translation still seems misleading because the contents refer to Islamic topics that go beyond mere Sharia issues. Although the modification of the name might be a complicated procedure, the panel **recommends** the Faculty of Economics and Business to consider a "rebranding" of the study programme from "Shariah Economics" to "Islamic Economics".

This change could enhance the programme's recognition and appeal within the international higher education market, thereby attracting a larger number of foreign students for the following reasons: The term "Islamic Economics" is more widely recognized and understood internationally compared to "Shariah Economics." The word "Islamic" has a broader and universal appeal, making it easier for foreign students to comprehend the nature of the programme. Aligning its programme's name with this internationally accepted terminology will help the university conform to the established standards and terminology used in the field. This

rebranding emphasizes the academic and universal aspects of the subject matter, potentially leading to increased enrollment of students from diverse backgrounds. In addition, since the term is also more dominant in academic research, by using “Islamic Economics”, the study programme could enhance its online visibility and rankings in online search engines. Moreover, the term “Islamic Economics” could be beneficial for the study programme regarding wider recognition and accreditation from the field of Islamic economics and more collaboration opportunities with international academic and non-academic partners.

Theory and practice are reflected in all four study programmes. As described above, theoretical questions are introduced in lectures and explained by means of practical examples and by involving practitioners. Notwithstanding the practical outlook of all four study programmes, the panel would like to suggest to the **Bachelor of Sharia Economics** that it could consider increasing the number of practitioners giving lectures about Sharia Economics to vary the student’s opportunities to listen to practical experiences.

In the statement on the report, the Faculty of Economics and Business accepts the recommendations mentioned above and wants to use the feedback for taking respective measures. For instance, regarding the rebranding of the study programme name “Sharia Economics” to Islamic Economics”, they intend to consult with faculty and university leaders regarding regulations and provisions for the study programme’s accreditation.

The panel takes the view that all four study programmes qualify for interdisciplinary thinking. The cross-study programme learning and the MBKM programme offer relevant opportunities for students to think out of the box and get familiar with other disciplines.

Based on the University’s vision and mission to deliver patriotic education, the panel is impressed by the extent to which students and lecturers identify with and reflect the ethical aspects promoted by the University and each study programme. Ethical aspects are taken as an integral part of the study programmes’ qualification objectives. In particular, the **Bachelor of Sharia Economics** illustrates how they reflect upon faith in a scientific way and how they incorporated it as a kind of “DNA” into the study programme.

With respect to the methods and the scientific practice, the panel is convinced that the graduates of all four study programmes are able to do scientific work on the required level. They can participate in their lecturers’ research project and they must submit a final thesis in the last semester. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures, called the Academic Regulations of UPN Veteran Jakarta.

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

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

As can be seen in the tables below, all study programmes distinguish between compulsory and elective courses and courses that must be taken at the University level, at the Faculty level, at the study programme level, within the Faculty and University and outside the University.

For the Bachelor of Management

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	147 SCUs = 235.2 ECTS
Workload per credit	1 SCU is equivalent to 1.6 ECTS
Number of courses	- At University level: 6 compulsory courses (13 SCUs/ 20.8 ECTS) - At Faculty level: 7 compulsory courses (21 SCUs/ 33.6 ECTS) - At study programme level: 34 compulsory courses (72 SCUs/ 115.2 ECTS) - Outside study programme within University: 15 courses (21 SCUs/ 33.6 ECTS) - Outside University: 7 elective courses (20 SCUs / 32 ECTS)
Time required for processing the final thesis/project and awarded credits	6 months with 6 SCUs/ 9,6 ECTS
Number of contact hours	5,881, 5 hours

For the Bachelor of Accounting

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	150 SCUs = 240 ECTS
Workload per credit	1 SCU is equivalent to 1.6 ECTS
Number of courses	- At the University level: 6 compulsory courses (13 SCUs / 20.8 ECTS). - At Faculty and study Programme level: 34 compulsory courses (97 SCUs / 155 ECTS) - Outside study programme within University: 13 elective courses (33 SCUs / 52,8 ECTS) - Outside University: 5 options for MBKM activities (20 SCUs/ 32 ECTS)
Time required for processing the final thesis/project and awarded credits	6 months with 6 SCUs/ 9,6 ECTS
Number of contact hours	6,000 hours

For the Bachelor of Development Economics

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	146 SCUs = 233.6 ECTS
Workload per credit	1 SCU is equivalent to 1.6 ECTS
Number of courses	- At University level: 6 compulsory courses (13 SCUs/ 20.8 ECTS) - At study programme level: 27 compulsory courses (99 SCUs/ 158.4 ECTS) - Outside study programme within University: 1 compulsory course (3 SCUs/ 4.8 ECTS) - Outside University: 7 elective courses (20 SCUs / 32 ECTS)
Time required for processing the final thesis/project and awarded credits	6 months with 7 SCUs/ 11 ECTS
Number of contact hours	~ 5,000 hours

For the Bachelor of Sharia Economics

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	147 SCUs = 235.2 ECTS
Workload per credit	1 SCU is equivalent to 1.6 ECTS
Number of courses	- At University level, at Faculty level and at study programme level: 37 compulsory courses (89 SCUs/ 142.4 ECTS)

	- At study programme level: 13 elective courses (18 SCUs/ 28.8 ECTS) - Outside study programme within University: elective courses in the amount of 20 SCUs/ 32 ECTS - Outside University: 6 elective courses (20 SCUs / 32 ECTS)
Time required for processing the final thesis/project and awarded credits	6 months with 6 SCUs/ 9.6 ECTS
Number of contact hours	5,880 hours

For all four study programmes

The Indonesian SKS credit point system can be converted into the European Credit Transfer System. 1 SKS consists of 170 minutes per week that are (50 minutes face to face lecture, 60 minutes of structured academic activities, 60 minutes of self-study activities.) 1 SKS = 170 minutes x 14 weeks = 2,380 minutes (39,7 hours) – 1 ECTS = 25 hours. So the credit equivalence is: $39,7/25 = 1.6$ ECTS.

At UPN Veteran Jakarta, each semester consists of 16 weeks, lectures are held in 14 meetings, and two meetings are blocked for the mid-term and final exam. Minimum attendance must be 75 percent of all meetings to pass the course and be eligible for the final exam.

3.2.2 Study and exam regulations (Asterisk Criterion)

For all four study programmes

As mentioned in chapter 3.1.7, the Academic Regulations are the key regulation referring to guidelines for study plans, exams and the final thesis. Each study programme prepares the materials for the exams separately according to the respective learning outcomes. Exams and assignments will be taken every four weeks in one semester. The weeks will be determined in the academic calendar. The standard passing grade is C. The Faculty of Economics and Business offers make-up exams and remedial exams as well.

Table 9 Grading Scale at the Faculty of Economics and Business at UPN Veteran Jakarta

Score	Quality Letter	Quality Number	Predicate
85 – 100	A	4.00	Outstanding
80 – 84.99	A-	3.75	Excellent
75 – 79.99	B+	3.50	Very Good
70 – 74.99	B	3.00	Good
65 – 69.99	B-	2.75	Average
60 – 64.99	C+	2.50	Fair
55 – 59.99	C	2.00	Adequate
40 – 54.99	D	1.00	Inadequate
> 40	E	0.00	Fail
-	T	-	Postponed

3.2.3 Feasibility of study workload (Asterisk Criterion)

For all four study programmes

To ensure that the students complete their studies, all students have an Academic Advisor that supports them and monitors their success. Students who struggle can extend their study time up to seven years or 14 semesters. On average, students finish their studies within the estimates study time of four years.

3.2.4 Equality of opportunity

For all four study programmes

The Ministry of Education, Culture, Research and Technology has issued regulations that prevent discrimination and harassment. At UPN Veteran Jakarta, students and lecturers have various ethnic and religious backgrounds. Students with disabilities can announce their special needs at registration by filling out the personal data form. The Faculties will review this information and take respective measures. For instance, the Faculty of Economics and Business offers special seats and tables for left-handed students.

Scholarships are available for students having a financially disadvantaged background. For example, these students can apply for the so-called *Bidikmisi* scholarship granted by the central government.

Appraisal:

The programme structures of all four study programmes support the smooth implementation of the curriculum and support students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course on the basis of the necessary student workload. The MBKM programme is plausibly integrated in a way that credits can be

acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations that contain all necessary rules and procedures and take into account national requirements. Through the MBKM programme, 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 accordingly and so is the recognition of periods of practical work.

The feasibility of the study programme's workload is ensured by a suitable and flexible curriculum design. The representatives of the FEB illustrated how they calculate the workload for students. The student representatives confirmed that they were satisfied with the workload and the structure of the studies. The study programmes also include an adequate number and frequency of examinations. Academic advisors offer support services in academic and general student affairs.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements when they state their needs in advance. Students in special financial circumstances are particularly assisted.

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

3.3 Didactical concept

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

For all study programmes

All four study programmes implement a student-centered learning and outcome-based education. Students shall act as active and independent learners that are responsible for their learning in and outside the classroom. Lecturers take the role as facilitators. For that matter, the course coordinators design the courses to use different learning methods, such as lecture, small group discussion, simulation, discovery learning, self-directed learning, cooperative and collaborative learning, project-based learning, and case studies.

3.3.2 Course materials (Asterisk Criterion)

For all study programmes

Lecturers design a semester lesson plan that includes the course description, the learning outcomes and objectives and list of reading materials that are uploaded separately on the Learning Management System. The e-learning platform supports the students' independent learning. Materials include textbooks, presentations, e-books, journal articles and videos.

3.3.3 Guest lecturers

For all study programmes

During the 16 weeks of a semester, practitioners and scholars are invited to give webinars or hold face-to-face lectures to students. These inputs are planned in front of large classes for the sessions five, six, 13 and 14 in each semester. Guest lecturers from the practice sector have a least a Master's degree and five years of working experience. Academic guests must have a PhD.

For the Bachelor of Management

For the Bachelor of Management, external lecturers frequently come from the House of Representatives, the Business Competition Supervisory Commission (KPPU) and the University of Kuala Lumpur (UniKL).

For the Bachelor of Accounting

The Bachelor of Accounting has invited academics from the Universitas Indonesia, Universitas Gajah Mada and Universitas Padjadjaran or from the University of Kuala Lumpur. They have also invited representatives from an audit committee at a company called Adhi Karya Tbk or from the Financial Audit Board of the government.

For the Bachelor of Development Economics

The Bachelor of Development Economics has welcomed different external lecturers from a variety of institutions and agencies as can be seen in the following table.

Table 10 Guest lecturers at the Bachelor of Development Economics

1. Head of Bank Indonesia Supervisory Body
2. Secretary General of the Business Competition Supervisory Commission (KPPU)
3. Ministry of National Development Planning
4. INDEF Economist
5. Agence Francaise Development
6. Climate Policy Initiative Analyst
7. Managing Director of Akuo Energy
8. BRI Bank
9. Western Sydney University, Australia
10. University of Poitiers, France

For the Bachelor of Sharia Economics

The Bachelor of Sharia Economics has invited international guests to hold lectures, for instance two representatives from Universiti Kuala Lumpur (UniKL Malaysia).

Appraisal:

The didactical concepts of the four study programmes are plausible and oriented towards the programme objectives that enable the students to work independently. They apply different teaching and learning methods, such as case studies or practical projects. With the student-centered learning approach, students are encouraged to take an active role in creating the learning process.

In the majority of courses, the accompanying course materials match the intended learning outcomes and correspond to the required qualification level. The course materials are digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

However, the panel identified for the **Bachelor of Management, the Bachelor of Development Economics and the Bachelor of Sharia Economics** that they do not use the latest editions of relevant textbooks and that some historical events, such as the economic and financial crisis of 2008/2009, are not included in the recommended books. Therefore, they **recommend** the **Bachelor of Management** and the **Bachelor of Development Economics** to update materials and include the latest works and editions of macroeconomic textbooks that also cover the economic and financial crisis of 2008/2009. In addition, they **recommend** the **Bachelor of Sharia Economics** to update materials and include the latest works and editions of all relevant works to the field of research.

Guest lecturers from professional practice or scientific work are invited and contribute to the students' qualification process with their special experience. The panel appreciates this trend and likes to encourage the FEB to engage more in these events. They **recommend** attracting more guest lecturers from different universities and countries on a regular basis that are announced on campus, and all other available online and offline channels.

	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 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

For all four study programmes

With respect to implementing the Faculty's objective to offer prominent study programmes and to provide international contents and exchange, the FEB has organized a variety of events, like conferences and talks, and invited international scholars.

Table 11 List of international conferences, seminars and workshops at FEB

Date of Event	Detail of International Conference / Seminar / Workshop
2-4 December 2021	Jakarta Economic Sustainability International Conference Agenda (JESICA)
22 September 2021	UniKL dan UPN Veteran Jakarta International Webinar Series: Fast And Furious - How To Get Initial Product Into A Full-Blown Product Development?
2 October 2021	Big Data Analytics for Business Sustainability
17 November 2021	International Webinar on Social Entrepreneurship: Changing the Face of the Society

In addition to this, the participation at student exchange in the framework of the MBKM programme offers interested students the opportunity to study abroad. A participation in student exchange, foremost, depends of the students' financial situation.

The **Bachelor of Management** offers courses that touch upon international contents. Among these courses are International Marketing Management, International Financial Management, International Human Resource Management, and International Entrepreneurship.

The students at the **Bachelor of Accounting** can attend courses like English for Accounting or International Economics and Trade that have an international outlook.

The **Bachelor of Development Economics** designed courses like Macroeconomics, Econometrics and Big Data Analysis and History of Economics Thought that include international contents and outlooks.

The **Bachelor of Sharia Economics** includes international contents in the courses International Economics, Fiqh Muamalat, History of Islamic Economic Thought, Ushul Fiqh and Economics Fiqh Rules, Halal Industry Economics, Islamic Development Economics, Ziswaf Economics.

3.4.2 Internationality of the student body

For all study programmes

During the on-site visit, the Faculty pointed out that in 2022, there were six students from the Kazakh Ablai Khan University of International Relations and World Languages in Kazakhstan and two students from the Walailak University, Thailand doing their student exchange at the Faculty of Economics and Business without providing details about the study programme the foreign students chose.¹¹

In 2022, two students of the **Bachelor of Management** received the Indonesian International Student Mobility Award and were able to study abroad; one student went to Boston University and the other to the Korean University.

The **Bachelor of Accounting** had accepted students from the University of Kuala Lumpur in the academic year 2020-2021. For the future, it intends to foster student exchange with Walailak University, Thailand and Abalaikhan University, Kazakhstan.

Except for summer courses offered in cooperation with Walailak University, Thailand, the **Bachelor of Development Economics** is still in the process of building up an international student body. To accelerate the process, they have been designing courses that are instructed in English language, for instance, History of Economic Thought, Indonesian Economy, and Experimental Economics.

The **Bachelor of Sharia Economics** has also no international students. But it follows a domestic strategy bringing together students and academics from the field of Sharia Economics. For example, it cooperates with different students associations and organizations, such as Sharia Economics Study Gathering Forum or USEFUL Sharia Economics Study Group.

3.4.3 Internationality of faculty

For all study programmes

The **Bachelor of Management** increases the international experiences of its permanent staff by offering a visiting lecturer programme and lecturer exchange. Visiting lecturers came from the Universiti Kuala Lumpur, Malaysia.

The **Bachelor of Accounting** reveals that there are no international lecturers, but that the study programme benefits from the lecturers at the FEB that received an international degree.

The **Bachelor of Development Economics** also benefits from the Faculty's lecturers with international experience. In addition, they had invited speakers and researchers from the Organization for Economic Cooperation and Development (OECD).

¹¹ See also SER of Bachelor of Management p. 27.

The lecturers teaching in the **Bachelor of Sharia Economics** bring international experience through their studies abroad. For instance, one lecturer graduated from Al-Azhar University in Egypt, one from Mu'tah University in Al-Karak in Jordan and a third one from Universiti Utara, Malaysia.

3.4.4 Foreign language contents

For all study programmes

For graduation, students at the FEB need to pass an English test and reach a TOEFL Prediction score of 450, or TOEFL score of 450, or TOEFL ITP score of 450, or TOEFL IBT score of 45, or an IELTS score of 5.

In collaboration with the University of Walailak, Thailand and the Ablaihan University, Kazakhstan, the **Bachelor of Management** intends to open an international class in which English and Indonesian are used as languages of instruction. So far, a few courses, like Industrial Relations Management, Strategic Management, E-Marketing and International Marketing Management, are taught in English.

Public Sector Accounting and Business Feasibility Study are courses that are taught in English at the **Bachelor of Accounting**. In addition, students can attend the English for Accountants course.

At the **Bachelor of Development Economics**, English is also used as language of instruction in selected courses, like Indonesian Economy, Macroeconomics, Accumulation and Crisis, Econometrics, Public Analysis, and Industrial Economics.

The **Bachelor of Sharia Economics** offers bilingual classes using either English or Arabic combined with Indonesian. The courses are listed above.

Appraisal:

In all four study programmes, international contents are an integral part of the curriculum which prepare students for the challenges in an international working environment. Through the Faculty-wide used outcome-based education using practical examples, students are enabled to act in an intercultural environment.

Nevertheless, the panel sees room for improvement in the **Bachelor of Management and the Bachelor of Sharia Economics** study programmes because they both deal with topics that are interrelated with regional and global trends.

They **recommend** the **Bachelor of Management** to extend intercultural contents with respect to South Asia and East Asia.

For the **Bachelor of Sharia Economics**, they **recommend** to invite lecturers from (leading) Arabic speaking countries to diversify the international contents of the programme.

The panel points out that the international composition of the student body does not correspond to the programme concept. They appreciate that the study programmes intend to implement measures, like setting up an international class, to promote internationality or offer courses in English or even in Arabic that should be attractive for international students. However, international students hardly apply to study at FEB. Therefore, they **recommend** all four study programmes to attract foreign students more actively from the neighbouring states (like the Philippines) to increase the diversity of the student body.

Although the Faculty invests in further measures, like lecturer exchange to increase the internationality of the faculty, there are 107 permanent lecturers among that only a handful has studied or worked abroad (see chapter 4.1). Therefore, the panel would like to encourage the Faculty promote the opportunities for lecturers to gain experience in an international higher education context or to create an international environment in the Faculty because the international composition of the faculty promotes and train students to gain international competences and skills. To accelerate the implementation of the latter aspect, the panel **recommends** the Faculty for all study programmes to attract lecturers from other ASEAN states to increase the internationality of the faculty. In doing that, they will succeed in offering an international working environment for the FEB's staff.

Moreover, the panel considers the proportion of foreign language courses and required foreign language materials to be adequate for achieving the qualification objectives of the study programmes.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

For all study programmes

The outcome-based learning approach includes case studies and projects that shall help students to develop soft skills like teamwork, presentation and public speaking skills, and problem-solving skills. In addition, students train these competencies during the participation in the MBKM programme that has a multidisciplinary and practical outlook. The eight options offered in this programme also enhance the students' contextual knowledge and decision-making skills.

Appraisal:

For all four study programmes, the panel is convinced that the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills that are in

accordance with the relevant course descriptions. The didactical and methodological measures taken at FEB, like student-centered approach and outcome-based education, aim at increasing these competences as well. The participation in the MBKM programme ensures the acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge.

		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)

For all study programmes

In all four study programmes students can earn additional certificates that shall support the students in gaining experiences related to their future work. UPN Veteran Jakarta has a Professional Certification Institute that provides certificates and preparatory classes. For instance, the **Bachelor of Accounting** encourages its students to receive at least three extra certificates, like Accounting Information System applications, Zahir Accounting Certified User and Certified Accurate Professional or Certified Assistance Accounting Technician. Students of the **Bachelor of Development Economics** can acquire certificates in Data Processing, as Banking Funding Officer or teller/ cashier. Students of the **Bachelor of Sharia Economics** are encouraged to get a certificate as a Microsoft Office Specialist, in Islamic Bank Risk Management, *Amil Zakat* or *Nazhir Waqf*.

An internship of three to six months is also integrated into all four study programmes. For instance, students of the **Bachelor of Accounting** and the **Bachelor of Sharia Economics** are required to participate in an internship for one month.

Furthermore, laboratories offer students to learn through simulations. The **Bachelor of Management** and the **Bachelor of Accounting** provide students with the possibility to develop practical skills in three laboratories, namely statistics, stock exchange trading and basic accounting. These competencies are fostered during internships that last between three to six months. For that matter, the Faculty cooperates with several companies.

Appraisal:

The promotion of employability is a key concern of all four study programmes. Therefore, theory and practice, multidisciplinary competences and skills are interlinked in the programmes and the courses.

In addition to this, panel **recommends** the Faculty of Economics and Business to introduce an interaction dialogue between the Faculty, the study programmes and different employers on a regular base. In doing that, they can make sure that the study programmes are under a continuous development in order to become not only better in terms of theoretical quality output but also in terms of practical requirements on the labour market.

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

4. Academic environment and framework conditions

4.1 Faculty

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

For all study programmes

The Faculty of Economics and Business has 107 permanent lecturers with the academic positions of instructors, assistant professors, associate professors and professor.

Table 12 Number of permanent lecturers of the Faculty of Economics and Business in the academic year 2021/2022

Functional Position	Total	Percentage
Professor	1	0,8%
Associate Professor	11	10,2%
Assistant Professor	53	50%
Lecturer	26	24%
Tutor	16	15%
Total	107	100%

50 lecturers are teaching at the **Bachelor of Management**. In addition, the study programme invites around 49 non-permanent lecturers from industry and other universities to teach in their programme every semester. The **Bachelor of Accounting** has 38 permanent and 19 non-permanent lecturers. The **Bachelor of Development Economics** and the **Bachelor of Sharia Economics** have both each ten full-time lecturers and five non-permanent lecturers.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

For all study programmes

In Indonesia, to become a professor, the candidate must have a PhD degree and a list of publications including papers in reputable international journals and books. Moreover, they must prove to have working experience of ten years. Below the position of professor is the associate professor who must also prove to have a PhD degree and a publication list. After two years in the position of an assistant professor, the candidate can become an associate professor. The assistant professor must have worked as an instructor for two years before they can be promoted. Lecturers or instructors can start teaching after they finished their Master's degree. They are obliged to engage in one community service activity and to publish academic papers.

In total, at the Faculty of Economics and Business, there are 74 lecturers with a Master's degree, 26 lecturers with a doctoral degree and one professor.

To be more precise, at the **Bachelor of Accounting study** programme, the programme management intends to increase the number of permanent lecturers with a PhD degree to 40 percent. So far, the majority of lecturers has a Master's degree: Compared to seven lecturers with a PhD degree, there are 31 lecturers with a Master's degree. At the **Bachelor of Development Economics** study programme, there are five lecturers with a doctoral degree and five lecturers with a Master's degree.

Lecturers must implement the Tridharma policy which consists of teaching, research, and community service. They perform the teaching by delivering lectures in the courses determined by the study programme. In addition, lecturers are assigned as student supervisors such as academic advisers, thesis advisers, and other student activities, both academic and non-academic. During the on-site visit, the panel learned that the lecturers teach about five to six hours a week, invest around ten hours a week in community service and can dedicate ten hours to research activities.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

For all study programmes

Under the auspices of the UPN Veteran Jakarta, all lecturers at the Faculty of Economics and Business must attend the pedagogical training called Basic Skills Training for Instructional Techniques (PERKETI) and the Applied Approach. Further trainings are offered related to the respective field of research so that lecturers develop their knowledge and competencies.

During the recruitment of new lecturers, potential candidates must pass the academic potential test that includes questions related to higher education regulations and pedagogics. They must also give a mock lesson in front of the selection team.

The national lecturer certification programmes by the Ministry of Education, Culture and Technology open a network for lecturers and ensure the quality of teaching. Lecturers can receive educator certificates in these trainings. For instance at the **Bachelor of Management** study programme, 66 percent of lecturers received the certificate and at the **Bachelor of Accounting** study programme, around 70 percent of lecturers are certified.

4.1.4 Practical business experience of faculty

For all study programmes

The permanent academic staff at the Faculty of Economics and Business is mostly committed to teaching and community service in their related field. To offer contents that are close to the working environment, the Faculty of Economics and Business is eager to hire practitioners as visiting lecturers. At the **Bachelor of Management**, practitioners from industries, such as banking or security companies, hold lectures to convey practical examples to the students. Among the permanent lecturers teaching at the **Bachelor of Accounting**, there are more than

ten lecturers from the private and public sector, such as financial consultants, official from the Audit Board, the Ministry of Finance and other state enterprises. At the **Bachelor of Development Economics**, practical perspectives are taught by representatives from international organizations and institutions, for instance from the Bank of Indonesia, from the Ministry of National Development Planning and the Business Competition Supervisory Commission. The study programme recruited practitioners from related industries to teach at the **Bachelor of Sharia Economics**. They have leadership positions in Islamic banks or national *zakat* management institutions, or they work in sectors like Sharia microfinance or data processing.

4.1.5 Internal cooperation (Asterisk Criterion)

At the **Bachelor of Management** study programme, the four profiles (Marketing, Finance, Human Resource and Operational Management) have each a coordinating lecturer. The coordinating lecturer is in charge of planning the team-teaching teams.

At the beginning of each semester, the members of the **Bachelor of Accounting** study programme meet to prepare the courses and contents in form a Semester Learning Plan of the semester. Courses are taught in form of team-teaching as well.

Lecturers of the **Bachelor of Development Economics** and the **Bachelor of Sharia Economics** meet twice a month on Fridays. At the department level, a meeting is set for once a month to discuss the performance of lecturers and their improvement.

4.1.6 Student support by the faculty (Asterisk Criterion)

For all study programmes

At FEB, an Academic Advisor supports around twenty students in case they have questions regarding the courses, the assessments and the study plan. Counseling is required at least four times in each semester. Lecturers and students also cooperate in research and community service, including in the management of scientific journals. In addition, thesis advisors help students during the process of writing their final thesis. A thesis advisor does not have more than four students. They are connected via WhatsApp or Instagram that facilitates communication between lecturers and students.

Student Activity Units, Student Creativity Programs, and Student Study Groups offer further support. In case of technical matter, students can ask for administrative support at the faculty level. Moreover, there are also librarians and laboratory staff that can help them.

Furthermore, at the **Bachelor of Accounting** study programme, each class has a representative of the student association as the chair who is also available for consultation.

4.1.7 Student support in distance learning

For all study programmes

During the Covid 19- pandemic situation, UPN Veteran Jakarta increased its distance learning offers and provided the LEADS application (Learning Activities through Digital System) for the students. On the platform, students can find all courses with the respective description, materials, and learning videos. Lecturers must submit a distance learning report after each online class that the administrative staff of the Faculty will check.

At UPN Veteran Jakarta, there are several websites available and supporting the students' learning process.

Table 13 Information Systems to support teaching and learning process

Remarks	WAN (Wireless Access Network) Access
Student Academic Portal	https://akademik.upnvi.ac.id
Lecture management Portal	https://dosen.upnvi.ac.id/index.php/dosen
Distance Learning Portal	https://leads.upnvi.ac.id/
Equity Journal Portal	https://ejournal.upnvi.ac.id/index.php/equity
Tracer Study Portal	https://tracer.upnvi.ac.id/
Faculty and Study Program Information Portal	https://feb.upnvi.ac.id/

Appraisal:

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

However, the academic qualification of the faculty does not entirely corresponds to the requirements and objectives of the study programmes. During the site visit, the panel learned about the promotion procedure to become a professor in Indonesia. They were told that the UPN Veteran Jakarta checks and verifies the qualifications of the faculty members by means of an established procedure and offers measures for further qualification of the faculty members. However, the panel finds that considering the size of the Faculty of Economics and Business, faculty members at the rank of professor are underrepresented. By increasing the number of academically experienced professors, the scientific outlook of the FEB will grow as well. Professors demonstrate and foster excellence in research, teaching, and professional activities. The panel thinks that as long as the proportion of professors cannot be autonomously increased by the University (e.g. for reasons of state policy measures), the proportion of lecturers who hold a PhD should be increased. The proportion of lecturers with at least a PhD (i.e. PhDs and professors) and at least five years of teaching experience should be increased to 50 %.

Therefore, they have the following **recommendation** for all four study programmes:
The University develops a credible strategy to enhance the academic qualification of the lecturers teaching at the four study programmes in the foreseeable future.

The panel finds the pedagogical and didactical qualification of the faculty to be adequate and serving the objectives of the study programmes. Faculty members can get certificates and trainings to be up to date with the trends in teachings. Besides that, UPN Veteran Jakarta ensures that candidates are familiar with existing testing and examination methods and receive support in developing their own skills in this field.

The many visiting lecturers that support the permanent staff cover the practical business experience of the lecturers. Hence, this enables the programmes to integrate theory and practice.

The faculty members of each study programmes cooperate with each other frequently through meetings and team-teaching activities for the purpose of tuning the courses towards the overall qualification objectives.

During the on-site visit, the panel understood that the programme heads of all four study programmes are strongly involved in the design and update of the curricula. They assign a course coordinator for each course who is responsible for updating the curricula according to the requirements of the programme heads. Hence, the panel **recommends** the FEB to empower the respective lecturers to be responsible for writing the course plan and contents and to introduce relevant checks about the course coherence in accordance with the rules and regulations as stipulated by the University's Quality Assurance Department and the FEB's Quality Control Team. In doing that, the lecturers can contribute their personal expertise to the course contents and can coordinate their team teaching in a direct way.

Student support is an integral part of the services provided by the faculty. They assign an Academic Advisor to each student who will ensure the progress of the students to reach graduation. During distance learning, a flexible methodology of individual study counselling was used. UPN Veteran Jakarta implemented several online learning platforms to serve the students' needs for flexibility in organizing their learning.

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

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

For all study programmes

The Dean of the Faculty of Economics and Business appoints the Head of each study programme. Each head receives assistance by the study programme's secretary, head of the laboratory, and administrative staff. The head of the study programmes is in charge of the organization and coordination of lectures and academic activities like community service. They report to the head of the Department and Faculty.

4.2.2 Process organisation and administrative support for students and faculty

For all study programmes

On the University-level, students can ask for support at the Student and Alumni Administration Office. On the Faculty-level, the staffs of the study programmes assist the heads and the lecturers in running the teachings in a semester. They assist students with the registering of thesis exams, for a MBKM programme or internship and other activities. The Faculty of Economics and Business has set up a website to coordinate these services.¹²

Students have the opportunity to express their wishes and needs with the heads of the study programmes as well. They can either state their expectation in the evaluation at the end of each semester or by meetings at the beginning of the new semester.

In addition, the panel learned during the on-site visit that the administrative staff get training in Office Management and English if they want to attend.

Appraisal:

At all four study programmes, each head coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by administrative staff in the organisation their studies. Hence, administrative staff is adequate in number. In addition, decision-making processes, authority, and responsibilities are clearly defined and include teachers and students where their areas of work are involved. Electronic services are used and supplement personal one-to-one counselling. The Faculty has established a special website for accelerating administrative services.

The HEI offers the administrative staff opportunities for continuous professional development. But during the on-site visit, the panel realized that the representatives of the administrative staff had troubles communicating in English. With regard to the UPN Veteran Jakarta aim of

¹² See <https://sites.google.com/upnvj.ac.id/portales/home?authuser=0> and <https://sites.google.com/upnvj.ac.id/tatausahafeb/home>, (last accessed July 24, 2023).

becoming a reputable international university, they **recommend** the University to offer more and mandatory English language training for the administrative staff to improve their English language proficiency.

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

4.3 Cooperation and partnerships

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

For all study programmes

Cooperation and partnerships are set up either at the University or at the Faculty level. UPN Veteran Jakarta has signed 44 MoUs, the FEB has signed 36 partnerships. Among the academic and government partners of the Faculty of Economics and Business are:

Table 14 Cooperation partners of the Faculty of Economics and Business

Universities /Institution	Form of Cooperation
South Tangerang City Government	Research and community service
Universiti Kuala Lumpur (Uni-KL)	Education and Research
University of Walailak Thailand	Education, Research and student exchange
Universiti Utara Malaysia (UUM)	Education and research
PT Pegadaian	Student Internship
Business Competition Supervisory Commission	Lecturer Research
Ministry of Finance	Student Internship
State Vocational School 20 Jakarta	Education and Community Service
Sultan Agung Islamic University	Student Exchange
National Committee for Sharia Economics and Finance	Reference for curriculum of Sharia Economic Study Program
Tazkia Islamic Institute	Tri Dharma
Universiti Kuala Lumpur (UniKL Malaysia)	Tri Dharma
Universiti Teknologi Mara (UiTM) Malaysia	Tri Dharma
Walailak University	Tri Dharma
Kazakh Ablai Khan University Kazakhtan	Tri Dharma

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

For the Bachelor of Management

Benefiting from the cooperation partners of the FEB, the Bachelor of Management finds partners in the business sector and among non-profit companies. These partners offer internship opportunities to the students.

Table 15 Cooperation partners of the Bachelor of Management

No	Company	Form of Cooperation
1	PT MNC Sekuritas	Investment gallery
2	Bank Indonesia	Scholarship program
3	OK OCE	Internship and Entrepreneurship
4	I-LED (Indonesia LPDP Entrepreneur Club)	Entrepreneurship and Student Research

For the Bachelor of Accounting

Cooperation plays an important role for the Bachelor of Accounting as well. The partners support the Bachelor of Accounting students to participate in the MBKM programme and in the mandatory internship. Some relevant partners are listed below:

Table 16 Cooperation partners of the Bachelor of Accounting

Name of Institution	Cooperation Field
PT Zahir International	Training and Student Competency Certification
PT Ultima Tekno Solusindo	Training and Student Competency Certification
Indonesia LPDP Entrepreneurship Club (ILEC)	Internship / Practicum
PT KIBUMI	Internship / Practicum
Lembaga Ilmu Pengetahuan Indonesia (LIPI) Indonesian Institute of Sciences	Student Research, Internship / Practicum

For the Bachelor of Development Economics

Cooperation partners are a source of internship places and guest lecturers for the Bachelor of Development Economics. Among the key partners are the National Islamic Finance Committee, the Indonesian Business Competition Supervisory Commission, and the BI Institute, Bank Mandiri, and the Narasi Institute.

For the Bachelor of Sharia Economics

The Sharia industry in Indonesia provides several partner for the Bachelor of Sharia Economics to send students to internships and invite guest lecturers. A selection of partners is listed below.

Table 17 Cooperation partner of the Bachelor of Sharia Economics

1	PT MNC Sekuritas	Investment Gallery
2	Laznas Al Azhar	Tri Dharma and Student Affairs
3	Indonesian Islamic Insurance Association	Tri Dharma
4	National Committee for Sharia Economics & Finance	Education
5	Bank Indonesia	Scholarship Program
6	BAZNAS DKI Jakarta	MBKM Implementation
7	Infaq Management Institute	MBKM Implementation
8	Dompot Dhuafa Republika	Tri Dharma
9	BAZNAS Center of Strategic Studies	Education and Research
10	Indonesian Islamic Fintech Association	Education

Appraisal:

At UPN Veteran Jakarta, the scope and nature of cooperation with other universities, academic institutions and networks relevant for the programmes is very impressive to the panel. They recognized the number of written agreements. Moreover, during the on-site visit, the UPN Veteran Jakarta highlighted how they actively pursue partnerships with universities abroad. These cooperation offer possibilities for students to participate in student or lecturer exchange or to meet international students or fellow lecturers from partner universities, like Kazakhstan or Thailand. The number of international conferences, academic activities and plans that all contribute to the development of the students' qualification and skills impressed the panel during the on-site visit as well. As mentioned in chapter 3.4, the FEB intends to set up an international class to foster the cooperation. Therefore, it is adapting the curricular contents.

The panel considers the scope and nature of cooperation with business enterprises and other institutions to be relevant to the programmes and helpful to increase the students' working experiences. The agreements forming the basis of the cooperation are documented. Each study programme actively pursues cooperation and embeds the partners in the implementation of the study programmes through internships. 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

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

For all study programmes

During the on-site visit, the panel was given a one-hour tour through the facilities of the UPN Veteran Jakarta and the facilities of the Faculty of Economics and Business at the Pondok Labu campus.

Every building, classroom and lecture hall provides access to Wifi. There are six mash classrooms, 24 smart classrooms, three libraries and 112 lecture rooms on campus. The University also installed more than thousand computers in laboratories and offices. In addition, the University's facilities include sports facilities, canteens with water treatment systems and prayer rooms.

Moreover, the University also presented a so-called Kazakhstan corner and German corner that shall make learning these two languages more attractive and shall bring the cultures of the two countries closer to the students.

The FEB provide students with an intranet system with several platforms as mentioned in chapter 4.1.7. Students can study in the faculty library or in several teaching and reading rooms. The Faculty has a prayer room and three laboratories to study simulations. Two laboratories have computers with accounting software like SAP or Zahir and the third has a mini bank. Lecture rooms are equipped with white boards and air condition.

4.4.2 Access to literature (Asterisk Criterion)

UPN Veteran Jakarta has a university library which students from all faculties can access during working hours from Monday to Thursday from 07:30 until 19:00 and on Friday from 07:30-19:30, and Saturday from 08:00-12:00, and also online via <http://library.upnvj.ac.id/>.¹³

The FEB's library is open Monday to Friday from 08:00 to 17:00. In the interview with the students, they confirmed that they are content with the opening hours and the selection of reading materials.

Online journals can be accessed and downloaded via the internet. The panel was shown on library computers how students could enter the subscription websites of JSTOR, Cambridge and Emerald. Librarians support students in case they have questions. They usually have received the Librarian Professional Certificate.

¹³ University library website (last accessed on July 25, 2023).

Appraisal:

During the tour on campus and through the FEB's facilities, the panel was able to get an impression of how the University and the FEB are equipped. They consider the quantity, quality, media and IT facilities of the teaching rooms to be up to the standards required for the programmes and their objectives in preparing the students to have the relevant skills for their prospective jobs. In general, the rooms are properly equipped, also have special ramps for disabled students to give them barrier-free access. Via wireless LAN students can use the internet free of charge everywhere on campus.

A sufficient number of group rooms is available although the panel finds the number of reading and working spaces in the University library to be insufficient. Therefore, they **recommend** the University library to increase the number of working spaces and tables in the library for students. Although the students showed themselves satisfied with the opening hours of the library, the panel **recommends** the Faculty library to reconsider the opening hours of the library for students to study, in particular before the mid-term and final exams.

Students have access to the literature and journals as well as to digital media that are relevant for the study programmes at the Faculty of Economics and Business.

For distance learning courses the panel was shown the necessary technical equipment to connect students virtually. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours.

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

4.5 Additional services

4.5.1 Career counselling and placement service

For all study programmes

To support students to find an adequate job, the FEB's study programmes embed a mandatory internship. In addition, the UPN Veteran Jakarta has a Center for Career Guidance and Leadership that helps graduates as well. It organizes job fairs and training. The training sessions focus on language proficiency, competencies and soft skills or they deal with entrepreneurial aspects that are all relevant for the prospective jobs.

Furthermore, there are manifold student associations that also educate the students in their talents and soft skills like teamwork. For example, students can join sports units including volleyball, boxing, badminton and soccer, or religious units, or a choir. These activities

influence the students' personality and help them to figure out what kind of career they want to follow.

4.5.2 Alumni Activities

For all four study programmes

At University level, the UPN Veteran Jakarta Alumni Family Association connects all graduates. It invites alumni to get involved in student activities, to give talks to students and share their experiences. The **Bachelor of Management** has founded an association for the study programme's alumni to offer them a network for exchange and for sharing experiences with active students.

Appraisal:

The UPN Veteran Jakarta has instituted a Center for Career Guidance and Leadership that offers career counselling and placement services. Students can connect with each other through student organisations that open up job networks as well. An alumni organisation has been set up with the aim of developing an alumni network.

		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)

For all study programmes

UPN Veteran Jakarta is a state university under the auspices of the Ministry of Education and benefits from several sources of income, like government funding or donations. Each study programme calculates the cost of education during the students' period of studying and students have to pay tuition fees. For students from financially unstable backgrounds, tuition waivers or reduction is possible as well. Moreover, students can apply for a scholarship of the Central Government through the schemes of Kartu Indonesia Pintar (KIP), Bidikmisi, or of the DKI Jakarta and the Bank Indonesia.

Appraisal:

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

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

5. Quality assurance and documentation

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

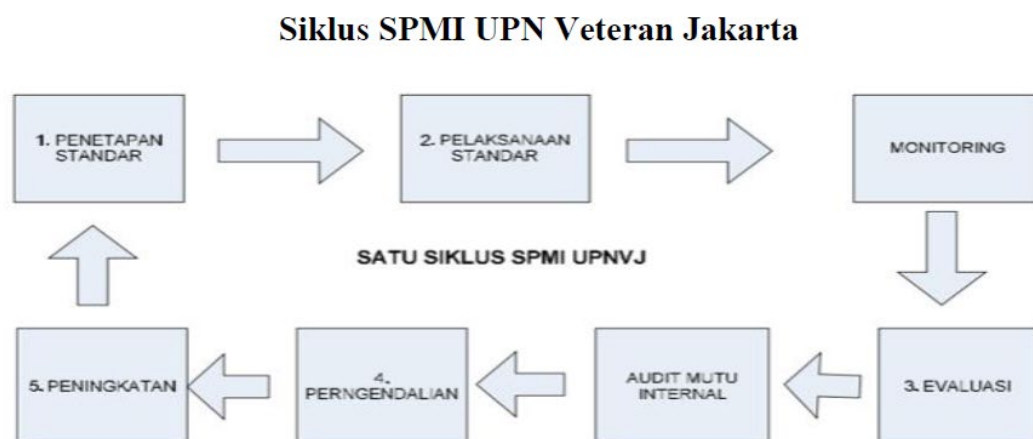
In implementation of its quality assurance system, UPN Veteran Jakarta follows the Regulation of the Minister of Research, Technology and Higher Education No. 62 of 2016 concerning the Higher Education Quality Assurance System. At UPN Veteran Jakarta, the implementation of the quality assurance system is organised at three levels:

- under the authority of the Learning Development & Quality Assurance Institute (LP3M)
- at the faculty level by Quality Assurance Team (TPM), supervised by Dean and staff
- at the study programme level by the Quality Control Team (GKM).

The Internal Quality Audit (AMI) covers the following fields: 1) Vision, Mission, Goals and Objectives; 2) Governance and cooperation; 3) Students; 4) Human resources; 5) Finance, infrastructure; 6) Education (content, process and assessment); 7) Research (content, process and assessment); 8) Community service (content, process and assessment); 9) Outcomes and achievements of Education, Research and Community Service.

UPN Veteran Jakarta implements the so-called procedures of PPEPP (Determination, Implementation, Evaluation, Control, Standard and Improvement) management with a cycle of activities:

Figure 2 SPMI Cycle at UPN Veteran Jakarta



1. Standard setting includes the education administration standards (academic and non-academic)
2. Monitoring of standards' implementation stated in the SPMI, approved by the Chancellor
3. Standard evaluation of all units required to conduct evaluations of the processes, outputs and outcomes in the implementation of each standard
4. Standard control is a follow-up to the evaluation results, both the results of self-evaluation activities, Internal Quality Audits, and evaluations carried out by external parties
5. Improvement of standards to increase the content or scope of standards

SPMI documents can be accessed via the LP3M website. The quality assurance process at UPN Veteran Jakarta is carried out through monitoring and evaluation three times per semester: at the time of lecture planning, the lecture process and the end of the lecture. Monitoring is implemented via the link: <https://sim.upnvj.ac.id/mutu/mutu/index.php?page=home>.

During the on-site visit, the panel requested the additional information on (a) how the information about quality assurance is distributed to the lecturers and students, and (b) which documents are available. UPN Veteran Jakarta pointed out that it publishes the information about QA (quality assurance) via the link: <https://lp3m.upnvj.ac.id/monev-of-the-learning-process/>

The evaluation phase of the internal quality assurance system is carried out through the Internal Quality Audit activities annually by LP3M through a team of internal auditors who meet the specified requirements. The Internal quality audit is carried out by a peer group of a unit or institution and/or programme or activity, by examining or investigating procedures, processes or mechanisms.

The UPN Veteran Jakarta has introduced the international ISO 9001-2015 and ISO 21001-2018 standards. The ISO implementation is monitored through periodic surveillance every year by International Standards/Accreditation Institutions. The outputs of quality assurance and development of learning quality are ensured by the user expectations, good study programme governance, quality academic information for all interested stakeholders.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

For all study programmes

Students carry out two evaluations, namely of the lecturers and of the service. The evaluation of the lecturers covers the lecturer's expertise and competence, ability to manage the class and the fulfillment of the learning outcomes of the course. The results will be presented and discussed at the Faculty level. Lecturers who score below the expectation with a score lower than 3.0 must take measure, like extra training to improve the quality of their teaching.

The evaluation of the management service deals with academic and non-academic aspects like reliability, responsiveness and conformity of the services, the lecturer's and administrative staff's empathy towards students' concern. The results will be forward to the University level to be reviewed.

5.2.2 Evaluation by faculty

For all study programmes

The lecturers at FEB can evaluate the leadership quality and governance performance once a year. The results are reviewed at the Faculty's Management Meeting that will design a follow-up plan accordingly.

5.2.3 External evaluation by alumni, employers and third parties

For all study programmes

Alumni, representatives of the industry and other stakeholders are invited to give feedback through questionnaire, discussions and interviews. The feedback is relevant to adjust the curricula of the study programmes at the FEB and to take measures to overcome weaknesses in skills and knowledge of graduates.

Alumni and graduates are asked to fill out the Tracer Study two years after graduation and the Graduate User Satisfaction Survey every year. The latter survey includes the ethics conveyed in the study programme, their expertise, language skills, IT skills and soft skills. The cooperation partners are asked to give feedback about the cooperation activities.

All results will be sent to the Management Meeting at the FEB for analysis and for drafting follow-up measures.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

For all study programmes

For each study programme, the curricula, Academic Guidelines including the thesis writing manual and the MBLM Handbook, and the academic calendar are published on the Faculty's website (<http://feb.upnvj.ac.id/>) and are available in print as well.

Students can view their study plan, class/exam schedules, financial history, and their grades online at anytime and anywhere via www.akademik.upnvj.ac.id.

The syllabus, learning materials and activities are given to students at the beginning of each semester and are available via the UPN Veteran Jakarta LEADS site <https://leads.upnvj.ac.id/>.

5.3.2 Information on activities during the academic year

For all study programmes

The academic calendar contains relevant events and dates for each semester. Students can access it on the Faculty's website. Moreover, information concerning talks and guest lecturers is also disseminated via social media channels, like Instagram or YouTube.

Appraisal:

The procedures for quality assurance distributed among three levels at UPN Veteran Jakarta. At the top, the Learning Development & Quality Assurance Institute (LP3M) coordinates all quality management procedures and cooperates with the lower levels, namely the Quality Assurance Team (TPM) at the Faculty and the Quality Control Team on the study programme level. The processes are transparent and coherent.

With regard to the design of the course plans that the panel recommends being the lecturer's responsibility (see chapter 4.1), the panel has the following **recommendation**:

The University's Quality Assurance Department and the Quality Control Team on the study programme level regularly check whether the contents taught match the information in the course descriptions, for example by means of student surveys, sample checks of scripts or lecture plans.

Evaluations by the students on the lecturers' performance and the quality of the management services at FEB are carried out on a regular basis and in accordance with a prescribed procedure.

The panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing in students' course evaluation forms.

There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing, which would enable UPNVJ to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course. UPNVJ already conducts a student workload survey for the whole study programme, showing that the overall workload is not too high with regard to the stress level of students. However, a workload evaluation at course level that includes a quantitative question on the hours spend for the course is missing.

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

The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures. This is also required in terms of its continuous improvement process and the PDCA cycle.

Quality control by the faculty is concerned with the quality of the leadership at the FEB and is carried out on a regular basis and in accordance with a prescribed procedures. An external evaluation with the cooperation partners as well as by alumni is also carried out on a regular basis and in accordance with a prescribed procedure. The outcomes of all types of evaluation surveys are reviewed at the Management Meeting of the Faculty and measure for the quality development process discussed.

The study programmes publish the contents, curricula and examination regulations and dates on the Faculty's website and on the respective platforms so that students can access the information from anywhere at any time.

The HEI and the Faculty regularly publish information about the study programmes. During the on-site visit, the panel got the impression that many students were not able to explain the structure of their studies and the study plan, although they knew where to find the relevant information. Therefore, the panel **recommends** the Faculty to visualize the study plan and the structure and the order of modules and courses for students in a user-friendly manner. In doing that, the students will be enabled to follow the course of their studies more autonomously and gain more self-management skills.

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

Quality profile

HEI: Universitas Pembangunan Nasional Veteran Jakarta, Indonesia

Bachelor programmes:

Bachelor of Management
Bachelor of Accounting
Bachelor of Development Economics
Bachelor of Sharia Economics

		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)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic 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 faculty			X		
4.3	Cooperation and partnerships					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		