

Decision of the FIBAA Accreditation and Certification Committee



11th Meeting on September 20, 2023

PROGRAMME ACCREDITATION

Project Number:	22/024 Cluster 3
Higher Education Institution:	Universitas Pembangunan Nasional Veteran Jakarta
Location:	Jakarta, Indonesia
Study programme:	- Bachelor of Computer in Informatics (S.Kom) - Bachelor of Computer in Information Systems (S.Kom)
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 (see chapter 3.1):**
The University ensures that the content and the qualification objectives of the internship are aligned with the curriculum courses and that this is reflected in the corresponding internship reports (or other type of exam).
- **Condition 2 (see chapter 5):**
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 this condition 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 programmes:

Bachelor of Computer in Informatics
Bachelor of Computer in Information Systems

Qualification awarded on completion:

Bachelor of Computer in Informatics (S.Kom)
Bachelor of Computer in Information Systems (S.Kom)

General information on the study programme

Brief description of the study programmes:

Bachelor of Computer in Informatics (S.Kom).

The Informatics Study Programme's graduates are working in government and private institutions in Indonesia in the field of IT. The typical employment of graduates of the Informatics study programme is Software Engineers, Data Scientist and IT Security Specialist, System Analyst, Programmer, GIS Analyst, Intelligent System Developer.

Bachelor of Computer in Information Systems (S.Kom).

The graduates of Information Systems find employment as private IT employees in local/regional, national/multinational companies, as civil servants, teachers/lecturers, employees and entrepreneurs. The graduates are usually working on the positions, such as IT developers, Data Analysts, Information Systems Project Managers and IT Auditors.

Type of study programmes:

Both study programmes: Bachelor programmes

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

Bachelor of Computer in Informatics (S.Kom): 4 years (8 semesters), 148 credits (236.8 ECTS)

Bachelor of Computer in Information Systems (S.Kom): 4 years (8 semesters), 148 credits (236.8 ECTS)

Mode of study:

For both study programmes: full-time

Didactic approach:

For both study programmes: study programme with obligatory class attendance

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

Informatics: 160 students/ 4 parallel classes

Information Systems: 160 students/4 parallel classes

Programme cycle starts in:

For both study programmes: Start in September each year

Initial start of the programme: 1993 (for both programmes)

Type of accreditation:

For both study programmes: initial accreditation¹

¹ Initial accreditation applies if a study programme is running but is not accredited yet.

Procedure

A contract for the initial accreditation of the Bachelor of Computer in Informatics (S.Kom), Bachelor of Computer in Information Systems (S.Kom) was made between FIBAA and Universitas Pembangunan Nasional Veteran Jakarta (UPN Veteran Jakarta, or UPNVJ) on March 2, 2022. On November 18, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Ralf Kneuper

IU International University of Applied Sciences, Bad Reichenhall
Professor of Computer Science and Business Informatics
Software processes, Process models, Computer Science, Business informatics, IT Service

Prof. Dr. Manfred Schmidt

Chairman of the supervisor board
Sikos GmbH, Sankt Ingbert, Germany
Business Administration, Process Optimization, Integrated Management Systems,
Information Technology, IoT

Prof. Dr. Eric Schoop

Dresden University of Technology – TUD, Germany
Chair of Business Information Systems
Knowledge management, Information Management

Prof. Dr. Wikan Danar Sunindyo,

Institute Teknologi Bandung
Professor, Lecturer at School of EE and Informatics
Member of Quality Control Task Force of Information System

Fabian Wolf

Ruprecht Karl University of Heidelberg, Germany
Student Applied Computer Science (M.Sc.)

FIBAA project manager:

Yelena Istileulova, PhD

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 21, 2023 at the HEI's premises in Jakarta (Indonesia). 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 30, 2023. The statement on the report was given up on September 6, 2023. It has been taken into account in the report at hand.

² The panel is presented in alphabetical order.

Summary

The **Bachelor of Computer in Informatics (S.Kom)** and the **Bachelor of Computer in Information Systems (S.Kom)** offered by the Universitas Pembangunan Nasional Veteran Jakarta fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 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 both study programmes regarding the following aspects: Examination forms (see chapter 3.1.7) and Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.1). **They recommend the accreditation on condition of meeting the following requirements:**

- **Condition 1 (see chapter 3.1):**
The University ensures that the content and the qualification objectives of the internship are aligned with the curriculum courses and that this is reflected in the corresponding internship reports (or other type of exam).
- **Condition 2 (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 both study programmes** – Internationality of student body (see chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where both study programmes could be further developed. The panel recommends:

- investigating whether the current explicit exclusion of colour-blind students is really necessary (see chapter 2);
- providing all information about the criteria and selection procedures for admission of international students as well as on counselling for prospective students on its website in English language (see chapter 2);
- introducing a preparatory language course for both study programmes (see chapter 2);
- increasing the English level requirement at entry since the programmes are supposed to be international in the future according to the plan of the University (see chapter 2);
- considering the business foundation courses to be expanded and moved to the very early stages of the curriculum for both programmes (see chapter 3.1);
- including technology acceptance models in the curriculum (see chapter 3.1);

- re-visiting exam formats in the curriculum and adjusting it to the actual examination forms, such as oral examinations, discussions, presentations, self-reports, and seminar papers (see chapter 3.1);
- continuing efforts towards enabling the study ability for different groups of people with disabilities and expanding affirmative action as committed to in the self-evaluation report chapter 3.2.4 (see chapter 3.2);
- checking the actuality and completeness of appropriate (especially international) literature and other (online) materials, especially, the sources referred in the literature mentioned in the course descriptions (see chapter 3.3);
- continuing expansion of the network of career service and international office to invite guest lecturers from practice and from abroad (see chapter 3.3);
- considering intercultural aspects and international case studies in the curriculum through COIL (collaborative online international learning) with participants from different locations (see chapter 3.4);
- extending the use of guest lecturers and visiting professors from abroad (e.g.: PhDs defended in Europe) (see chapter 3.4);
- making systematical efforts to ensure that lecturers are adequately qualified regarding the use of digital didactical concepts such as flipped classroom, blended and digital whiteboards in orientation to fitting international frameworks (see chapter 4.1);
- strengthening the cooperation with new/other higher education institutions outside of Indonesia (see chapter 4.3);
- developing closer cooperation with the career service for a wider practice (see chapter 4.3);
- extending the career counselling provided to students, and improve the visibility of the existing career service, in particular for students near the completion of their degrees (see chapter 4.5).

There is one criterion in which both programmes **exceed** the quality requirements:

- Ethical aspects (see chapter 3.1)

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

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Information

Information on the Institution

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 7th, 1963³. These three academies were integrated into PTPN “Veteran” Jakarta on February 21st, 1967 with two branches based in Yogyakarta and Perguruan Tinggi Pembangunan Nasional (PTPN) Veteran East Java branch under the guidance of the Ministry of Defence and Security. In 1993, UPN Veteran Jakarta became independent, and it was given its current name. It also changed its status to a “Private” college on November 29th, 1994, with five faculties’ programmes.

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 UPNVJ.

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, UPNVJ has the 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 with the following statements, such as:

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 the 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 following the principles of the Tridharma of Higher Education for lecturers involved 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 the number of national publications, and according to Webometrics, in 2023 (June/July), UPNVJ is located at the 272 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.

³ Brief History of UPN “Veteran” Jakarta. Retrieved from: <https://www.upnvj.ac.id/en/tentang-upn/history.html>

Further development of the programme, statistical data and evaluation results

In 1980, UPN "Veteran" Jakarta Branch added its education programme - Education for Informatics and Computer Engineering (PATIK) with a Diploma based on the Decree of the UPN "Veteran" Jakarta. In 1993, UPN Veteran Jakarta became independent, and received its current name UPNVJ, and therefore, its both programmes Bachelor of Computer in Informatics and Bachelor of Computer in Information Systems are established in 1993.

Table 1 and 2 show that until 2021, there have been no foreign student admissions, but to start the internationalisation process, both undergraduate study programmes – Informatics and Information Systems have launched student exchanges with the Malaysian Universities (UnisZa and UKM). Based on statistical data up to 2021, the percentage of occupied study programmes had an increasing trend from 89 % up to 93 %. Acceptance of students has been adjusted to the capacity, but after the admission process is complete, there are still prospective students who resign after being accepted for various reasons.

Table 1: Statistical data of Informatics Bachelor Programme

Informatics			2021	2020	2019	2018
# Study Places offered by HEI			175	150	150	138
# Applicants	Σ		3911	2999	3288	4652
	F		2893	2249	2230	3325
	M		1018	750	1058	1327
Application rate			2234.86%	1999.33%	2192.00%	3371.01%
# First-Year Students (accepted applicants)	Σ		164	144	131	124
	F		39	31	30	34
	M		125	113	101	90
Rate of female students			0.237804878	0.215277778	0.229007634	0.274194
# Foreign Students	Σ		0	0	0	0
	F		0	0	0	0
	M		0	0	0	0
Rate of foreign students			0	0	0	0
Percentage of occupied study places			93.71%	96.00%	87.33%	89.86%
# Graduates	Σ		72	81	58	29
	F		18	21	10	2
	M		58	60	48	27
Success rate (students who finished their studies)			43.90%	56.25%	44.27%	23.39%
Dropout rate (students who dropped their studies)			0.08%	0.70%	0.43%	1.67%
Average duration of study			4.3	4.5	4.5	4.5

Average grade of final degree			3.55	3.41	3.34	3.28
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Informatics

Success rate (students who finished studies)	Success Rate: the number of successful students who complete their study within (no longer than) 3,5 to 4 years. These figures are fluctuating in reality.
Average length of study	Average duration of study: the average number of study periods is obtained from the sum of the length of study time of each graduate divided by the total graduates in the academic year 2021/2022 of each batch (2017, 2018). It is shown, that the average period was 4 – 4.5 years long.
First-Year Students (accepted applicants)	The number of students registered is less than the total capacity because there are some students who withdraw before the registration period for various reasons such as being accepted at a government-affiliated college or moving to a study programme outside the computer science.

Table 2: Statistical Data for Information Systems Bachelor programme

Informatics & Information Systems			2021	2020	2019	2018
# Study Places offered by HEI			175	150	150	138
# Applicants	Σ		4076	3829	3251	3987
	f		1709	1461	1571	1679
	m		2367	2368	1780	2308
Application rate			2229.14%	2552.67%	2167.33%	2889.13%
# First-Year Students (accepted applicants)	Σ		167	147	139	122
	f		79	72	55	61
	m		88	75	84	61
Rate of female students			0.47	0.49	0.39	0.5
# Foreign Students	Σ		0	0	0	0
	f		0	0	0	0
	m		0	0	0	0
Rate of foreign students			0	0	0	0
Percentage of occupied study places			95.431%	98.00%	92.67%	88.41%
# Graduates	Σ		97	70	69	28
	f		53	39	31	11
	m		44	31	38	17
Success rate (students who finished their studies)			79.51%	82.35%	87.34%	73.68%
Dropout rate (students who dropped their studies)			0.17%	0.39%	0.34%	0.48%
Average duration of study			3.8	3.9	4.1	4.9
Average grade of final degree			3.6	3.46	3.35	3.1

Success rate (students who finished their studies)	Success Rate: this number illustrates the successful students who complete their study no longer than within 3,5 to 4 years. These figures are fluctuating.
#Average length of study	The average study period is obtained from the sum of the length of study time of each graduate divided by the total graduates in the academic year 2021/2022 of each batch (2017, 2018). The average study period for the academic year 2022, 2021, 2019 and 2018 are 3.8 , 3.8, 4.1 and 4.9 years accordingly.
First-Year Students (accepted applicants)	The number of students registered is less than the total capacity because there are some students who withdraw before the registration period for various reasons such as being accepted at a government-affiliated college or moving to a study program outside the computer science.
Foreign Students	There are no full-time foreign students, but there are foreign students for the Sit In programme, which is implemented for 1 – 2 months (short program). This programme has been conducted since the academic year 2019/2020 till now.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Informatics:

The qualification objectives of the Informatics study programme are presented in providing education and compiling graduate profiles in accordance with higher education standards that refer to the Indonesian National Qualifications Framework. The objectives of the Informatics study programme are:

1. Organising a learning process that prioritizes student centered learning (SCL) with a conducive academic atmosphere.
2. Producing graduates who have competence in the field of informatics, particularly the ability to develop software, data science, intelligent systems, and cyber security.
3. Producing research to enrich scientific knowledge in the field of informatics and benefit stakeholders.
4. Generating community service to enrich insight in the field of Information Technology that is beneficial to the community.

The profile of the Informatics Study Programme was prepared by involving stakeholders from various fields. The target group is determined by taking into account the needs of the industry, and support the vision and mission of UPNVJ. All professions other than academics can meet industry needs, but several professions can play a role in supporting national resilience:

1. Software Engineers can develop computer applications on various platforms, ranging from desktop, web, and mobile devices, as well as develop intelligent software.
2. Data Scientist is able to collect, process, and analyze data on a large scale (big data) to produce patterns of information that are useful in making organizational decisions.
3. IT Security Specialist is able to use data, computer systems and networks, master defense techniques, carry out computer security attacks as well as how to prevent them.

This graduates profile is determined by considering the needs of the industry, as well as to support the vision and mission of UPNVJ as a campus with an identity to safeguard the autonomy.

The graduates of the Informatics study programme can choose other professions outside of this graduate profile, such as database administrator, network engineer, IT support, or system analyst, but the graduate profile reflects the professions that are excelled in the study programme. To realize the goals and profile of the graduates, the Informatics study programme implements an Outcome Based Education-oriented curriculum by focusing on four aspects, such as: attitudes, knowledge, general skills, and special skills.

Information Systems:

The qualification objectives of the Information Systems study programme provide the education and compiling graduate profiles in accordance with higher education standards that refer to the Indonesian National Qualifications Framework.

The objectives of the Information Systems study programme are:

1. Organising a learning process that prioritizes student centered learning (SCL) with a conducive academic atmosphere.
2. Producing graduates who have competence in the field of Information Systems, especially the ability to analyze and develop enterprise-scale information systems, web-based programming, database design platforms, computer networks, and cyber security.
3. Producing research to enrich scientific treasures in the field of Information Systems and benefit the stakeholders.
4. Producing community service to enrich insights in the field of Information Systems that are beneficial to the community.

The profile of the graduates of the Information Systems study program is prepared by involving stakeholders from various agencies. This graduate profile is determined by considering the needs of the industry, as well as to support the vision and mission of UPNVJ as a campus with an identity to defend the state. All professions other than academics may meet industry needs, but several professions can play a role in supporting national resilience.

1. IT developers are able to apply and use information systems development methods and models to analyze and develop information systems in the companies or organisations.
2. Data Analysts are able to design, implement, manage and document a secure and complex database for the organization/company making it difficult to hack.
3. Information Systems Project Managers are able to apply and use the concepts, methods and techniques of system development in an organization/company to design a secure system by looking at the development of ICT.
4. IT Auditors are able to act as a professional person in the IT field with the ability to show Information System's discrepancies in terms of services, data and information security and the network security. These specialists are able to show the level of user acceptance of the system and the level of system usage by users based on organizational needs of companies.

The Information Systems graduates are able to choose other professions outside of this graduate profile, such as network engineer, IT support, or software developer, but the graduate profile reflects the professions that are excelled by the study programme. To realize the goals and profile of the graduates, the Information Systems study programme implements an Outcome Based Education-oriented curriculum by focusing on four aspects: knowledge, attitude, general skills, and special skills.

Appraisal:

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

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

For both programmes the panel formed the view that the qualification objectives might be formulated more precisely. The graduate profiles are determined by considering the needs of the industry and focuses on the further development of the industry with its relations to international organisations. Thus, **the panel suggests** that the description of the qualification objectives focus more on the employability skills the students gain and include references to the industry, comprising requirements of foreign companies.

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

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

The vision of UPN Veteran Jakarta as stated in the strategic plan (RENSTRA) for 2020-2024 is to become an "International Quality Superior University" that is innovative, competitive, and has the identity of defending the country for the development of the Indonesian people. This is included in the Tridharma activities of higher education, research and community service, which is in line with the orientation of both study programmes to provide the best international standards.

There are several internationalization efforts that have been carried out by both Bachelor programmes, including:

- organizing Scopus indexed international conferences, and bringing in keynote speakers from various uses in the world such as Korea and Malaysia;
- conducting student exchanges with universities in Malaysia such as UnisZa, UTM;
- offering classes with instructions in English (e.g.: Data Mining and Data Warehouse);
- inviting guests/public lecturers, who are experts from the foreign universities or practitioners.

Appraisal:

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

To broaden the employability of the graduates, the reviewers **suggest expanding the contacts to international companies** in Indonesia and integrate them into the intended practical supplementation of the study programme (e.g. career service network, internships, guest lectures). Thus, international impacts of global business can benefit the study programmes.

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

1.3 Positioning of the study programme

Positioning of the study programme on the educational market

Informatics

The Informatics Study Programme was established in 1993 and has a good national reputation with a nationally accredited “B” status. This reputation is proved by the inclusion of the Informatics Study Programme in the top 10 study programmes with the most interest in the 2021 Computer-Based Written Examination (UTBK) reaching 1,475 registrants and a capacity of only 88 students. The enthusiasm of prospective students applying to the Informatics study programme also continues to increase. Currently, the Informatics Study Programme accepts from 120 to 160 students. In Jakarta, there are two public universities (UPN Veteran Jakarta and Universitas Islam Negeri (UIN) Syarif Hidayatullah) and several private universities, that have the Informatics study programmes. The UPNVJ Informatics study programme is at the forefront and competitive, innovative in the field of developing Information and Communication Technology studies, with the emphasised status of “defending the country”. Informatics Study Programme also continues to encourage internationalization efforts by conducting guest lectures by inviting lecturers/practitioners from overseas universities/institutions. In addition, the Informatics Study Programme has also updated the curriculum to adapt the MBKM policy (see chapter 3.1), implemented case-based learning methods and project-based learning with large and small classes, and lectures delivered from practicing specialists.

Information Systems

Information Systems is a study programme that has a competitive educational market. In addition to UPNVJ, there are several other public universities in Jakarta with the similar study programmes including the Universitas of Indonesia, Universitas Islam Negeri Syarif Hidayatullah, and Universitas Negeri Jakarta.

The information systems undergraduate study programme has many enthusiasts every year. For instance, in 2021 the number of participants who registered in the information systems study programme reached 4,076 with a quota of 167 new student admissions. The uniqueness of the Information Systems study programme at UPNVJ compared to similar study programmes is to support national resilience efforts to safeguard the autonomy. These efforts are reflected in the vision of the Information Systems graduate study programme, which is considered to be a very competitive and innovative one in this field.

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

Informatics

For more than 25 years, the Informatics study programme has been active in the world of education, producing graduates who are qualified and have the spirit to maintain independence. Graduates of the Informatics study programme are competitive graduates who have a working waiting time of less than six months. Its graduates usually work in government

and private institutions in Indonesia in the field of information technology such as Data Scientist, System Analyst, Programmer, GIS Analyst, Intelligent System Developer, and IT Security Specialist. The Informatics Study Programme continues evaluating the curriculum as an effort to meet the needs of industry 4.0 changes and changes in work skills and labour market conditions, taking into account suggestions from prospective graduate users, stakeholders and Information Technology association professionals. Therefore, the Informatics study programme offers a variety of elective and competency-based courses to suit an increasingly competitive job market.

Information Systems

The Information Systems graduate study programme has a demand from good students, and it is supported by a curriculum that produces graduates who are able to compete, including in the international labour markets. The graduates of the Information Systems programme work according to the field and profile of the graduates, and the average waiting period for graduates is under one year, according to the results of the “tracer study” programme.

The results of the graduate tracer study obtained information that graduates of the information Systems study programme worked as private IT employees in local/regional, national/multinational companies, as civil servants, teachers/lecturers, employees and entrepreneurs.

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

The development of the strategic environment is important for projecting the condition of the organization in the future. The Strategic Plan is prepared for a period of five years which is an elaboration of the vision, mission, goals, objectives of the Graduate Study Programmes guided by the University Strategic Plan and the Strategic Plan of the Faculty of Computer Science of UPN Veteran Jakarta (UPNVJ) 2020 - 2024. Referring to the global dynamics that are undergoing the process of digitizing information that has disrupted various activities, the UPNVJ strategic plan 2020-2024 sets six (6) main policy directions:

- (1) Optimising the education participation rate through improving the quality of learning;
- (2) Carrying out relevance and improving the qualifications of lecturers, and education staff;
- (3) Strengthening the Value of State Defence for the entire academic community and society;
- (4) Improving university governance towards Good University Governance (GUG);
- (5) Increasing research productivity, community service and mobilizing lecturers to have a Level of Technology Readiness (TKT), research and Student Creativity Programme (PKM);
- (6) Strengthening national and international cooperation through partnerships.

Informatics

In an effort to make this policy successful, the Informatics study programme pays attention to the field of Information and Communication Technology innovations. The field of Informatics strengthens the quality of education through curriculum internationalization and recruitment of lecturers with doctoral qualifications. In addition, it makes efforts to accelerate the improvement of quality research and community service and collaborative efforts with various local, national and international institutions.

Information Systems

The Information Systems undergraduate study programme has a strategic plan (Renstra) for 2020-2024. Renstra is a planning document with the explanation of its strategy or direction as the basis for making decisions in an organisation with the results to be achieved.

The Strategic Plan describes the goals, objectives, policies, programmes and the activities of the study programme by taking into account the development of the strategic environment, which is an internal and external situation that affects the achievement of the objectives of the study programme. The programme supports the University's goals, namely excellence, international quality, innovation, competitiveness and national defence identity. There is an alignment of the research road map, lecturer service with the target areas of Indramayu and Serang of UPNVJ (in accordance with the research scheme chosen by the Information Systems undergraduate lecturer, namely Regional Development Research, International Cooperation Research).

Appraisal

The reasons given for the positioning in the educational market of these study programmes are plausible. There is a market demand for the study programmes with many applicants.

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The panel also suggests considering the employment of graduates in foreign companies allocated in Indonesia, that can further develop the local industry in terms of qualifications and practical experience gained.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's 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

Admission requirements

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").

The student admission rules in the University (UPNVJ) refer to the following regulations:

- Regulation of the Minister of Education and Culture N 6 of 2020 concerning New Students Admission for Graduates Programmes at State Universities (PTN),
- the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia N 87 of 2017 concerning the UPNVJ Statute, and
- the UPNVJ Rector's Directive N 15 of 2020 concerning Academic Regulations.

There are three student admission procedures at UPNVJ accessed through the website <https://penmaru.upnvj.ac.id>:

- a. Entrance Test for State Universities (SNM-PTN). This selection process is carried out based on the academic achievements of prospective students by the UPNVJ Selection Committee under the coordination of the National Committee (University Entrance Test Institute/LTMPT) with the goal to receive the quality students;
- b. Joint Entrance Test for State Universities (SBM-PTN). This selection process is carried out based on the results of the computer-based written exam (UTBK) by the National Committee with the assistance from UPNVJ Selection Committee through the location and exam room's provision;
- c. UPNVJ Self Selection Track (Sema-UPNVJ). This selection process is carried out independently based on the results of the UTBK, academic achievements, and/or non-academic achievements. The general requirements for the selection of new students are organised through the SNM-PTN, SBM-PTN and Sema-UPNVJ tracks in 2022.

In its Academic Rules from 2022 the UPNVJ considers admission for students with special needs. It is regulated that Indonesian citizens can be accepted as students UPN Veteran Jakarta through national selection, independent selection and/or other forms in accordance with the provisions of the regulations including students with special needs. The Academic Rules define that students with special needs (MBK) are students who face physical barriers that can affect their ability to participate in a fully academic environment. Students with special needs can take the exam in accordance with the policies of each faculty.

Even though the admission for students with special needs is regulated, the panel learned that both study programmes do not admit colour-blind students. This limitation is due to the lack of adaptation of human resources and infrastructure to support lectures for students with special needs.

Counselling for prospective students

For the new students admission process and its counselling, UPNVJ refers to the Higher Education Entrance Test Institute (LTMPT, the only institution that administers standardized higher education tests) in Indonesia (see Students Admission Manual, p. 4) for the process of SBM-PTN. The UPNVJ also provides additional information for prospective students through two websites: <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 a media website, UPNVJ disseminates information to prospective students and academics through the other types of social media:

- Instagram (upnveteranjakarta),
- twitter (@upnjakarta),
- youtube (UPN Veteran Jakarta),
- facebook (UPN Veteran Jakarta) service,
- hotline with the mobile number +62-0859-6050-5999.

The UPNVJ 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 UPNVJ to the public, UPT Humas actively participates in educational exhibitions and Expos (BLU Expo). The UPNVJ 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.

Selection procedure

The procedure for selecting new students refers to the Higher Education Entrance Test Institute (LTMPT) provisions for Entrance Test for State Universities (SNM-PTN) and Joint Entrance Test for State Universities (SBM-PTN). SBM-PTN, as well as UPNVJ Rector Regulation Number 15 of 2020 regarding SEMA Academic Regulations. Selection for three student admissions/selection tracks that apply at UPNVJ is implemented 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 (LTMPT) coordinates the preparation of information for the School and Student Database (PDSS). The high schools (*Sekolah Menengah Atas (SMA)/vocational Sekolah Menengah Kejuruan (SMK)/and MA*) 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 of 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, due to the quotas (according to school accreditation and student academic rankings). Based on data from SNM-PTN applicants, UPNVJ selects the students based on the best academic achievement for each major.

The number of SNM-PTN quotas is 20 % of the total number of new students. There is no registration fee during the selection process.

b. Joint Entrance Test for State University (SBM-PTN)

The Joint Selection is the process of selecting new students coordinated by the University Entrance Test Institute (LTMP) and open to all prospective students or graduating 2 years prior the registration year. The computer-based test system, also known as the Computer-Based Written Examination (UTBK) in collaboration with state universities. Registration fees are borne by the participants according to government regulations.

The knowledge tested during the UTBK is:

- (1) Scholastic Potential Test (TPS), which measures cognitive abilities (General Reasoning Ability, Quantitative Ability, General Knowledge and Comprehension, and Reading and Writing Comprehension Ability).
- (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 the Higher Order Thinking Skills (HOTS).

The material tested during the UTBK are:

- 1) Scholastic Potential Test (TPS) – to measure cognitive ability which is important for success in formal schools;
- 2) English Proficiency Test – to measure the English language skills needed to support learning in higher education;
- 3) Academic Ability Test (TKA) – to measure knowledge and scientific understanding at schools to be successful in pursuing higher education;

The number of SBM-PTN quotas at UPNVJ is 50 % of the total number of new students. Students are accepted with the assessment principle with the scores above the lower limit of the established quota.

c. Independent Selection to Enter State Universities (SEMA-UPNVJ)

This selection process is carried out independently by UPNVJ. The self-selection process is carried out based on the results of the computer-based written exam (UTBK), academic achievements, and/or non-academic achievements. The achievements are recognized by the UPNVJ's selection committee based on the results of achievements from the Olympiads, sports, and arts areas. The complete new students' admission information can be 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, UPNVJ has prepared various information channels (website, telephone and social media) in detail for prospective applicants.

This information includes the 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.

The total quota for SEMA-UPNVJ is 30 % of the total new students.

Ensuring foreign language proficiency

Informatics and Information System

UPNVJ has a policy of mastering English for each graduate to meet the competitiveness of graduates, which is increasing dramatically due to the global conditions trends. Based on the Chancellor's Regulation Number 33 of 2019 concerning Guidelines for the Implementation of the English Language Proficiency Test (ELPT), every student is required to take the ELPT (Note: it is designed to evaluate the English level for academic study) and have the test results.

The standard value of ELPT results is at least 450 (four hundred and fifty), and can be set higher according to each study programme. The UPT Bahasa coordinates the implementation of ELPT test, and its criteria refer to the Test of English as Foreign Language (TOEFL). The ELPT material and the details of the processing time are as follows:

- a. Listening comprehension time duration 35 minutes - 50 questions;
- b. Structure and written expression duration 25 minutes - 40 questions;
- c. Reading comprehension - 55 minutes with 50 questions.

The minimum ELPT score is a mandatory requirement that must be met by students as a prerequisite for submitting final project proposals, and theses. For students who have not been able to meet the standard of its 450 score, it is recommended to take the TOEFL English course set by the UPT Bahasa.

In general, all courses are delivered in Bahasa. There is one course in English in both study programmes - M33: Data Warehouse and Data Mining (with a guest lecturer from Malaysia).

Transparency and documentation of admission procedure and decision

Transparency and accountability procedures are traceable through the new student admissions, implementation reports, and other documents submissions. The procedures are digitally organised through the website to implement Good University Governance. 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 UPNVJ 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 are defined and comprehensible. The national requirements are presented and taken into account. The selection procedure is transparent and ensures that qualified students are admitted. However, the current admission restrictions for colour-blinded students seems like discrimination. Even though the admission for students with special needs is regulated, the panel learned that both study programmes do not admit colour-blind students. Therefore, **the panel recommends** some investigation whether the current explicit exclusion of colour-blind students is really necessary.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, 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.

Since one of the goals of UPNVJ is to improve its international standing, **the panel recommends** providing all information about the criteria and selection procedures for admission of international students as well as on counselling for prospective students on its website in English language. This would help to establish international university partnerships for mobility programmes.

The admission requirements (required language proficiency level with a mandatory ELPT test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). In general, all courses are delivered in Bahasa. There is one course in English in both study programmes - M33: Data Warehouse and Data Mining (with a guest lecturer from Malaysia). From the panel's point of view, it should be made clear that students who are not English proficient enough to follow can substitute by alternative course parts in the national language. In addition, the panel is of the view that students might benefit from further support before starting their studies. Therefore, **the panel recommends** checking thoroughly all course descriptions for current or future use of English as teaching language and **recommends** introducing a preparatory language course for both study programmes. Since the programmes are supposed to be international and develop further in the future according to the plan of the University, the panel **recommends** gradually increasing the English level requirement at entry.

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

The curricula of both study programmes refers to the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI) level 6, related to the needs of graduate users (Outcome-Based Education-OBE). Since 2020, students are given the right to study outside their study programme during 2 semesters (equivalent to 40 credits or 64 ECTS) or students can take credits in different study programmes at the same university for 1 semester with 20 credits (32 ECTS). This standard, among others, regulates the implementation of the Merdeka Belajar-Kampus Merdeka programme (MBKM programme, Independent Learning-Independent Campus programme) to improve student competences, the hard and soft skills, according to the field of knowledge studied. Examples of student activities that can be carried out outside the home campus, such as Internships (Work Practices), Village Projects, School Teaching, Student Exchange, Research / Research, Entrepreneurial Activities, Independent Studies / Projects, and Humanitarian Projects. The preparation of this curriculum refers to various sources, ranging from government regulations, ministerial regulations, guide books, and up to curriculum documents.

Based on the National Standards for Higher Education, (Permenristekdikti, Number 44 of 2015), Article 5 paragraph 1 states that the graduates' competency standards are "the minimum criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills", and they are stated in the formulation of learning outcomes of the graduates.

Table 3 Mapping of expected Learning Outcomes (below) demonstrates the formulation of learning outcomes of the graduates for both programmes.

Logic and conceptual coherence

Both graduate profiles are determined by considering the needs of the industry, the vision and mission of UPNVJ as a campus and the interests of the national defence industry.

Informatics

In 2020, the curriculum of Informatics study programme was adjusted to the policy of the Minister of Education and Culture Regulation (No. 3 of 2020 concerning National Higher Education Standards), and to the university's mission and vision (as a state-defence campus). In addition to the Ministerial regulations, the Association for Higher Education Informatics and Computers (APTİKOM Indonesia) academic texts are also applied to meet the graduate learning outcomes with the division of topic domains. In addition, Informatics or Computer Science curriculum documents from other universities are used as a reference for developing course structures and prerequisite courses. The following profiles of graduates of the UPNVJ Informatics Study Programme are targeted to achieve the careers of:

- Software Engineer, Data Scientist, and Information Technology (IT) Security Specialist.
- Informatics graduates can choose also *other professions*, such as: Database administrator, network engineer, IT support, or system analyst.

Data Scientist gives students the ability to conduct experiments to find new patterns from large volumes of data. IT Security Specialists can play a role in maintaining the security of state-owned data and information from attacks by hackers and crackers in the cyber world.

There are four aspects of the expected ten learning outcomes for Informatics listed below:

Table 3: Mapping of Expected Learning Outcomes (ELOs) for Informatics

N	Graduate Profile Code	Graduate Profile	Occupation	Graduate Competence Standard	Expected Learning Outcome Code	Expected Learning Outcome
1	2	3	4	5	6	7
1	PL01	Graduates master the concept of algorithms, programming languages, software development and master various methods of computation AI and their applications	Software Engineer, Data Scientist, IT Security specialist	Attitudes	CPLP01	Capable to contribute in improving the quality of life in society, nation and state and fear of God Almighty upholding human values in carrying out duties.
					CPLP02	Capable to act as a citizen who has a patriotism, respects the diversity of cultures, views, religions and beliefs, and opinions, and has a social attitude towards a general community
					CPLP03	Capable to obey the law, internalize academic values, norms and ethics, spirit of independence, struggle, entrepreneurship, and be responsible for work in social life, academic values, norms and ethics, spirit of independence and entrepreneurship. Be responsible in a social life
	PL02	Graduates have the ability to develop intelligent systems across multiple platforms, and have the ability to secure data to support national resilience Knowledges			CPLP04	Capable to master the concepts of mathematics, statistics, algorithms, and programming languages, and able to analyze the complexity of algorithms and compare various solutions in various programming language models
					CPLP05	Capable to master computer systems, various database concepts, software engineering processes, computer security risks as well as techniques to counteract them as well as scientific principles, procedures and ethics in order to produce solutions, ideas, designs to compile study results in the form of scientific works.

					CPLP06	Capable to master basic concepts and algorithms for manipulating image models, graphics, images and spatial data, as well as mastering the concepts of collecting, processing, analyzing, visualizing and communicating data on a large scale (big data), data mining and machine learning techniques and tools to help solve problem so that it is useful in making business decisions
	PL 03	Graduates can implement professional values, integrity, struggle, innovation and responsiveness in the professional world of information technology.		General skills	CPLP 07	Capable to apply logical, critical, systematic and innovative thinking as well as independent, quality and measurable performance in making appropriate decisions in the context of the development or implementation of science and technology according to the field of expertise.
					CPLP08	Capable to examine the implications of the development or implementation of science and technology based on scientific principles, procedures and ethics in order to compile a scientific description of the results of the study in the form of working papers, design specifications, thesis or final project reports, and upload them on the university website, in order to record, save, secure, and recover data to ensure validity and prevent plagiarism
					CPLP09	Capable to be responsible for the achievement of group work results and conduct a self-evaluation process for the work group, as well as maintaining and developing a network with supervisors, colleagues, colleagues both inside and outside the institution
					CPLP10	Capable to analyze and design an efficient and effective algorithm, program, system or application and apply mathematical concepts, statistics, procedures and scientific ethics to solve various computing problems.
	PL04	Graduates have communication, leadership, and collaboration skills both individually and in teams within organizations.		Specific skills	CPLP10	Capable to analyze and design an efficient and effective algorithm, program, system or application and apply mathematical concepts, statistics, procedures and scientific ethics to solve various computing problems.
					CPLP11	Capable to apply various concepts related to information management including compiling data modeling and abstraction as well as collecting, processing, analyzing, visualizing and communicating data on a large scale (big data), building software applications for organizing data so as to produce information patterns that are useful in business decision making.
					CPLP12	Capable to build a safe and reliable computer network as well as perform recovery and investigation of digital materials to investigate the level of cybercrime

					CLPL13	Capable to develop applications that apply Intelligent System algorithms to study data patterns, predict data trends, extract certain information from data, and perform data classification to be installed on machines or robots.
						Capable to carry out Image Processing, ranging from correction, sharpening, filtering, transformation, segmentation, and classification, selecting techniques and tools for data mining and machine learning to assist in problem solving, as well as designing or developing geographic information system applications for input, storage, querying, manipulating, analyzing, and visualizing spatial data.

Information Systems

The preparation of the curriculum refers to various sources, ranging from government regulations, ministerial regulations, guide books, to curriculum documents by holding a Focus Group Discussion (FGD) with stakeholders from professional associations, communities, academics, alumni and DUDI (Business and Industry Worlds). The Ministerial regulations and scientific association academic texts are used for defining the learning outcomes and the division of topic domains. The references of the Association of Computing Machinery (ACM) and IEEE computing Curricula 2020 for Computer Science are used primarily to determine the subject area topics. The Information Systems curriculum document also makes comparisons with the curricula of other universities. Universities that become references include universities in the country (UI, ITB, ITS, IPB) and abroad (NUS, MIT, Monash, Toronto University). This comparison is carried out to develop the structure of courses and specializations in the Information Systems curriculum to support the profile of graduates. The graduates of the UPNVJ Information Systems Study Programme are directed to achieve the typical careers of IT developers, Data Analysts, Information Systems Project Managers, and IT Auditors.

There are four aspects of the expected ten learning outcomes for Information Systems (IS), demonstrated below:

Table 4: Mapping of Expected Learning Outcomes (ELOs) for IS

N	Graduate Profile Code	Graduate Profile	Occupation	Graduate Competence Standard	Expected Learning Outcome Code	Expected Learning Outcome
1	2	3	4	5	6	7
1	PL01	Graduates have an attribute of responsibility, cultural values of PIKIR (Professional, Integrity,	IT Deveoper, IT Auditor, IS Project	Attitudes	CPLP01	Internalizing the value of defending the country in the basic values of the university and the spirit of entrepreneurship

		Honesty, Innovative, Responsive) based on religious values, morals, academic ethics and the spirit of entrepreneurship	Manager, Data Analyst			
2	PL02	Graduates have the ability to think critically, analytically, innovatively, are able to work in a team, have team managerial abilities and have good communication skills to solve business problems	Project Manager, Data Analyst		CPLP02	Able to show an attitude of responsibility based on religious values, morals, and academic ethics
				General skills	CPLP03	Able to think logically, critically, analytically, systematically, innovatively, communicate b/n personally both n oral and written form to solve business problems
					CPLP04	Able to work in teams, manage teams, develop work networks and implement information and communication technology solutions
		Graduates have the ability to analyse, develop, present, interpret data		Knowledge	CPLP05	Able to explain and select methods, model systems and manage SI projects for business decisions according to information needs and solutions to IT problems
					CPLP06	Able to compile, design, analyse, manage, present, interpret data, inform the needs of enterprise data management
3	PL03				CPLP07	Able to check the suitability of Information system performance including services, architecture, IT risks, governance, security of SI/IT and establish a framework for measuring SI/IT performance

		based on business needs and are able to evaluate service aspects, aspects of data and information security			
4	PL04	Graduates are able to apply data management frameworks and architectures, data abstraction models, develop software, organise and analyse large data sets as business solutions	Specific skills	CPLP08	Able to apply methods related to Frameworks and Architecture (IS&DataManagement)
				CPLP09	Able to carry out data management which includes planning, implementing developing and managing data by focusing on aligning Business Strategies, IT strategies, Organisational Infrastructure (business processes), Information system infrastructure (architecture, processes, and skills)
				CPLP10	Able to develop software applications as a business solution and organise and analyse large data sets to find patterns of data variable relationships in order to create the right model to determine predictions for risks and opportunities of a business, as well as audit IS to anticipate the risks of inconsistency in governance management, data management ethics, and IS

Table 5: Curriculum overview of Informatics Bachelor programme

Modu l No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teachin g Lecture ,course, seminar	Form and Duration of Examination
		1.	2.	3.	4.	5.	6.	7	8	Hour s in Clas s	Hour s Self Stu dy		
1 st Semester													
MKU1 20101	Religious Education	3.2								52	28	L	Exam Paper (90 minutes)
MKU1 20102	Pancasila and Civic Education	4.8								78	42	L	Exam Paper (90 minutes)
MKU1 20103	Indonesian Language	3.2								52	28	L	Exam Paper (90 minutes)
INF12 0104	Introduction to Database	3.2								52	28	L	Exam Paper (90 minutes)
INF12 0105	Introduction to Database Practicum	1.6								26	14	P	Exam Paper (90 minutes)
INF12 0106	Algorithm and Programming I	3.2								52	28	L	Exam Paper (90 minutes)
INF12 0107	Algorithm&Programming I Practicum	1.6								26	14	P	Exam Paper (90 minutes)
INF12 0108	Information System and Technology	3.2								52	28	L	Exam Paper (90 minutes)
INF12 0109	Discrete Mathematics	4.8								78	42	L	Exam Paper (90 minutes)
INF12 0110	Calculus	3.2								52	28	L	Exam Paper (90 minutes)
2 nd Semester													
INF12 0201	Statistics and Probability		4.8							78	42	L	Exam Paper (90 minutes)
INF12 0202	Database System		3.2							52	28	L	Project Presentation
INF12 0203	Database System Practicum		1.6							26	14	P	Project Presentation
MKU1 20204	National Defense Education		3.2							52	28	L	Exam Paper (90 minutes)
MKU1 20205	Leadership		3.2							52	28	L	Exam Paper (90 minutes)
MKU1 20206	Philosophy of Science and Logic		3.2							52	28	L	Exam Paper (90 minutes)
INF12 0207	Algorithm and Programming II		3.2							52	28	L	Exam Paper (90 minutes)
INF12 0208	Algorithm&Programming II Practicum		1.6							26	14	P	Exam Paper (90 minutes)
INF12 0209	Data Structure		3.2							52	28	L	Exam Paper (90 minutes)
INF12 0210	Data Structure Practicum		1.6							26	14	P	Exam Paper (90 minutes)
INF12 0211	Linear Algebra		3.2							52	28	L	Exam Paper (90 minutes)
3 rd Semester													
INF12 0301	Object Oriented Programming			3.2						52	28	L	Exam Paper (90 minutes)
INF12 0302	Object Oriented Programming Practicum			1.6						26	14	P	Exam Paper (90 minutes)
INF12 0303	Operating Systems			3.2						52	28	L	Exam Paper (90 minutes)
INF12 0304	Operating Systems Practicum			1.6						26	14	P	Exam Paper (90 minutes)
INF12 0305	Research Methods			4.8						78	42	L	Project Presentation
INF12 0306	Software Engineering			4.8						78	42	L	Exam Paper (90 minutes)
INF12 0307	Data Communications and Computer Networks			3.2						52	28	L	Exam Paper (90 minutes)
INF12 0308	Data Communications and Computer Networks Practicum			1.6						26	14	P	Exam Paper (90 minutes)

INF12 0309	Data Mining and Data Warehouse			3.2					52	28	L	Project Presentation
INF12 0310	Data Mining and Data Warehouse Practicum			1.6					26	14	P	Project Presentation
INF12 0311	Cryptography			4.8					78	42	L	Exam Paper (90 minutes)
4th Semester												
INF12 0401	Human Computer Interaction			4.8					78	42	L	Project Presentation
INF12 0402	Web Programming			3.2					52	28	L	Project Presentation
INF12 0403	Web Programming Practicum			1.6					26	14	P	Project Presentation
INF12 0404	IT Professional Ethics			3.2					52	28	L	Exam Paper (90 minutes)
INF12 0405	Data and Network Security			3.2					52	28	L	Exam Paper (90 minutes)
INF12 0406	Data and Network Security Practicum			1.6					26	14	P	Exam Paper (90 minutes)
INF12 0407	Computer Architecture and Organization			4.8					78	42	L	Exam Paper (90 minutes)
INF12 0408	Artificial Intelligent			4.8					78	42	L	Exam Paper (90 minutes)
INF12 0409	Digital Image Processing			3.2					52	28	L	Project Presentation
INF12 0410	Digital Image Processing Practicum			1.6					26	14	P	Project Presentation
INF12 0411	Cloud Computing (specialization courses 1.1)			4.8					78	42	L	Project Presentation
INF12 0412	Information Retrieval (specialization courses 2.1)			4.8					78	42	L	Project Presentation
INF12 0413	Game Development (specialization courses 3.1)			4.8					78	42	L	Project Presentation
5th Semester												
INF12 0501	Mobile Programming			3.2					52	28	L	Project Presentation
INF12 0502	Mobile Programming Practicum			1.6					26	14	P	Project Presentation
INF12 0503	Machine Learning			3.2					52	28	L	Project Presentation
INF12 0504	Machine Learning Practicum			1.6					26	14	P	Project Presentation
INF12 0505	Internet of Things			4.8					78	42	L	Project Presentation
INF12 0506	Cyber Security (specialization courses 1.2)			4.8					78	42	L	Project Presentation
INF12 0507	Digital Forensic (specialization courses 1.3)			4.8					78	42	L	Project Presentation
INF12 0508	Computer Vision (specialization courses 2.2)			4.8					78	42	L	Project Presentation
INF12 0509	Natural Language Processing (specialization courses 2.3)			4.8					78	42	L	Project Presentation
INF12 0510	Service Oriented Software Development (specialization courses 3.2)			4.8					78	42	L	Project Presentation
INF12 0511	Virtual Reality and Augmented Reality (specialization courses 3.3)			4.8					78	42	L	Project Presentation
	Learning Courses outside the Study Program			9.6					156	84	L	Project Presentation
6th Semester												
	MBKM Internship						32		480	280	F	Project Presentation

Course For MBKM Internship Conversion (selected up to a maximum of 32 ects)												
INF12 0601	Information Security					4.8			26	14	F	Project Presentation
INF12 0602	Graphic Modeling					4.8			78	42	F	Project Presentation
INF12 0603	Blockchain Data Analysis					4.8			52	28	F	Project Presentation
INF12 0604	UI/UX Research					4.8			52	28	F	Project Presentation
INF12 0605	DevOps					4.8			104	56	F	Project Presentation
INF12 0606	Software Quality Assurance					4.8			52	28	F	Project Presentation
INF12 0607	Regular Internship					3.2			78	42	F	Project Presentation
7 th Semester												
INF12 0701	Big Data						3.2		52	28	L	Project Presentation
INF12 0702	Big Data Practicum						1.6		26	14	L	Project Presentation
INF12 0708	Final Project 1 / Colloquium						3.2		55	35	S	Project Presentation
	Learning Courses outside Study Program						22.4		364	196		
List of Learning Courses outside the Study Programme												
INF12 0512	Distributed System					4.8			78	42	L	Project Presentation
MKU1 20507	English					4.8			78	42	L	Project Presentation
INF12 0703	Expert system						4.8		78	42	L	Project Presentation
INF12 0704	Geographic Information System						4.8		78	42	L	Project Presentation
INF12 0705	Techno-preneurship						4.8		78	42	L	Project Presentation
INF12 0706	Agile Development						4.8		78	42	L	Project Presentation
INF12 0707	Special Topic						4.8		78	42	L	Project Presentation
8 th Seme ster												
BA	Bachelor's Thesis							6.40	104	56		
	TOTAL	32	32	33.6	33,6	36,8	32	30.4	6.40			

Table 6: Curriculum overview of Information Systems Bachelor programme

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
1st Semester													
M1	Religion Education	3.2								52	28	L	Exam Paper (90 minutes)
M2	Pancasila and Citizenship Education	4.8								78	42	L	Exam Paper (120 minutes)
M3	Bahasa Indonesia	3.2								52	28	L	Exam Paper (90 minutes)
M4	Information Systems and Technology	3.2								52	28	L	Exam Paper (90 minutes)
M5	Algorithm and Programming I	3.2								52	28	L	Project Presentation
M6	Algorithm and Programming I Practicum	3.2								52	28	P	Project Presentation
M7	Introduction to Database	3.2								52	28	L	Project Presentation
M8	Introductory Database Practicum	1.6								26	14	P	Project Presentation
M9	IS/IT Architecture	4.8								78	42	L	Exam Paper (120 minutes)
2nd Semester													
M10	National Defense Education		3.2							52	28	L	Exam Paper (90 minutes)
M11	Leadership		3.2							52	28	L	Exam Paper (90 minutes)
M12	Introduction to Philosophy of Science + Logic		3.2							52	28	L	Exam Paper (90 minutes)
M13	Data Structure and Algorithm		3.2							52	28	L	Project Presentation
M14	Data Structure and Algorithm Practicum		1.6							26	14	P	Project Presentation
M15	Discrete mathematics		4.8							78	42	L	Exam Paper (120 minutes)
M16	English		4.8							78	42	L	Exam Paper (120 minutes)
M17	Information System Analysis and Design 1		4.8							78	42	L	Project Presentation
M18	Database System		4.8							78	42	L	Project Presentation
M19	Database System Practicum		1.6							26	14	P	Project Presentation
3rd Semester													
M20	Operating system			3.2						52	28	L	Exam Paper (90 minutes)
M21	Operating System Practicum			1.6						26	14	P	Project Presentation
M22	Statistics			4.8						78	42	L	Exam Paper (120 minutes)

M23	Research methods			3.2						52	28	L	Exam Paper (90 minutes)
M24	Software engineering			4.8						78	42	L	Project Presentation
M25	Information System Analysis and Design 2			4.8						78	42	L	Project Presentation
M26	Information System Analysis and Design 2 Practicum			1.6						26	14	P	Project Presentation
M27	Human and Computer Interaction			4.8						78	42	P	Project Presentation
M28	Information System Project (specialization courses 1.1 and 4.1)			4.8						78	42	L	Project Presentation
M29	Advanced Database System (specialization courses 2.1)			4.8						78	42	L	Project Presentation
M30	Information System Audit (specialization courses 3.1)			4.8						78	42	L	Project Presentation
4th Semester													
M30	Web Programming			4.8						78	42	L	Project Presentation
M31	Web Programming Practicum			1.6						26	14	P	Project Presentation
M32	Information Security			4.8						78	42	L	Project Presentation
M33	Data Warehouse and Data Mining			4.8						78	42	P	Project Presentation
M34	Object Oriented Programming			3.2						52	28	L,P	Project Presentation
M35	Object Oriented Programming Practicum			1.6						26	14	P	Project Presentation
M36	Business Intelligence			4.8						78	42	L	Exam Paper (120 minutes)
M37	Integrated Enterprise Information System (specialization course 1.2)			4.8						78	42	L	Exam Paper (120 minutes)
M38	Decision Support System			4.8						78	42	L	Exam Paper (120 minutes)
M39	Data Management (specialization course 2.2)			4.8						78	42	L	Exam Paper (120 minutes)
M40	IT Service Management (specialization course 3.2)			4.8						78	42	L	Exam Paper (120 minutes)
M41	Information System Risk Management (specialization course 4.2)			4.8						78	42	L	Exam Paper (120 minutes)
5th Semester													
M42	Artificial Intelligence				4.8					78	42	L	Exam Paper (120 minutes)
M43	Digital Forensic				4.8					78	42	L	Exam Paper (120 minutes)
M44	Mobile Programming				3.2					55	35	L	Project Presentation
M45	Mobile Programming Practicum				1.6					26	14	P	Project Presentation
M46	Big Data				4.8					78	42	L	Project Presentation
M47	Information Systems Project Management				4.8					78	42	P	Project Presentation
M48	Internet of Thing				4.8					78	42	L	Project Presentation
M49	Knowledge Management (specialization course 1.3)				4.8					78	42	L	Exam Paper (120 minutes)

M50	Predictive Analytic (specialization course 2.3)					4.8				78	42	L	Exam Paper (120 minutes)
M51	Computer Assisted Audit Tools and Techniques (specialization course 3.3)					4.8				78	42	L	Exam Paper (120 minutes)
M52	Project Construction Implementation Technology (specialization course 4.3)					4.8				78	42	L	Exam Paper (120 minutes)
6th Semester													
M54	MBKM Internship						32			480	280	F	Project Presentation
M55	Regular Internship						3.2			52	28	F	Exam Paper (90 minutes)
M57	IT Governance						3.2			52	28	L	Exam Paper (90 minutes)
M58	Technopreneurship						3.2			52	28	L	Exam Paper (90 minutes)
M59	Management Information System						4.8			78	42	L	Exam Paper (120 minutes)
M60	Business Process Analysis						3.2			52	28	L	Exam Paper (90 minutes)
M61	E-Business						3.2			52	28	L	Exam Paper (90 minutes)
M62	Customer Relationship Management						4.8			78	42	L	Exam Paper (120 minutes)
M63	IT Professional Ethic						3.2			52	28	L	Exam Paper (90 minutes)
M64	Computers and Society						3.2			52	28	L	Exam Paper (90 minutes)
M66	Final Project 1 / Colloquium						3.2			52	28	S	Project Presentation
7th Semester													
M73	Sistem Multimedia							4.8		78	42	L	Exam Paper (120 minutes)
M74	Digital Desain							3.2		55	35	L	Exam Paper (120 minutes)
M75	Sistem Informasi Geografis							4.8		78	42	L	Exam Paper (120 minutes)
M76	Analisis dan Visualisasi Data							4.8		78	42	L	Exam Paper (120 minutes)
M77	Cloud Computing							4.8		78	42	L	Exam Paper (120 minutes)
M78	Manajemen Organisasi							3.2		55	35	L	Exam Paper (120 minutes)
8th Semester													
BA	Bachelor's Thesis								6.40	96	56	S	
TOTAL		30.4	35.2	33.6	35.2	33.6	32.0	20.8	6.40				
		235.2 ects (x 25 hours) = 5925 hours workload											

Rationale for degree and programme name

The names of both the Informatics and Information Systems study programmes are established in accordance with the regulations of the Ministry of Education, Culture, Research and Technology with the awarded academic degree of Bachelor of Computer (S. Kom).

Integration of theory and practice

Informatics

The curriculum prepared by the Informatics study programme integrates both theoretical and practical learning. It is based on the efforts to define the learning outcomes. There are 15 core courses in the study programme, which have practical aspects to support theoretical courses. In addition, with the implementation of the Independent Learning Campus (MBKM) policy which is carried out outside of Higher Education to provide opportunities for students to be able to directly practice the knowledge gained in labour markets. This MBKM activity is equivalent to 20 credits of learning equivalent to 32 ECTS credits.

Information Systems

The curriculum prepared by the Information Systems study programme is considered as a good balance between theory and practice. Practical courses support the core courses of the Information Systems study programme. The compulsory courses of the study programme implemented practical lectures and a final project as a case are included in the structure of this programme.

In addition, the curriculum has also provided the opportunity for 1 (one) Independent Learning Campus MBKM activity for 1 (one) semester outside the university which also applies practice in the world of work which is equivalent to 20 credits of practice.

Interdisciplinary thinking

Informatics

In Table 7, there are some examples of courses that have accommodate interdisciplinary thinking for Informatics.

Table 6: Interdisciplinary thinking for Informatics

No	CODE	COURSES	ECTS	REMARKS
Learning Outside the Study Programme (PLPS)				
1	ELK504	Robotics	4.8	S1-Informatics Study Programme
2	POL120513	Data Science and Political analysis	4.8	S1-Informatics Study Programme
3	EKS120504	Islamic Digital Model	4.8	S1-Accounting Study Programme
4	TKM120511	Engineering Computing	4.8	S1-Communication Study Programme
5	SIM1202207	English	4.8	S1-Development Economics Study Programme
6	HKM120553	Artificial Intelligence and Law	4.8	S1/Accounting Study Programme
7	HKM120438	Complaints and Legal information	4.8	S1 Political Economics Study Programme

8	HKM120666	Digital Forensics and Law	4.8	S1 Study Programme International Relations
9	HKM1205521	Expert Systems and Law	4.8	S1 Management Study Programme
10	POL120714	Cyber Politics and New Media	4.8	S1 Management Study Programme

Information Systems

In Table 8 there are examples of courses that have accommodate interdisciplinary thinking:

Table 7: Interdisciplinary course for Information Systems

No	CODE	COURSES	ECTS	REMARKS
Learning Outside the Study Programme (PLPS)				
1	INF 120408	Artificial Intelligence	3.2	S1-Informatics Study Programme
2	INF 120510	Digital Forensics	4.83	S1-Informatics Study Programme
3	AKT 120101	Introduction of accounting	4.83	S1-Accounting Study Programme
4	KOM120505	Social Media Content Writing	3.2	S1-Communication Study Programme
5	EKP120306	Industrial and Digital Economy	4.83	S1-Development Economics Study Programme
6	AKT120307	Corporate Finance	3.2	S1/Accounting Study Programme
7	POL120701	E-government	3.2	S1 Political Economics Study Programme
8	HIN120304	Cyber Space in International Relations	3.2	S1 Study Programme International Relations
9	MNJ120311	Financial Management	3.2	S1 Management Study Programme
10	MNJ120312	Marketing Management	3.2	S1 Management Study Programme

Ethical aspects

The ethical aspects or attitude is the main aspect in learning achievement for both study programmes. It is included by the provision of compulsory university courses that specifically discuss the ethics and ethical aspects, such as:

- Pancasila and Citizenship Education,
- Religious Education, and
- State Defence Education.

In addition to compulsory university courses, the study programmes also provide a compulsory study programme course that discuss ethics, namely the Information Technology Professional Ethics course. The universities also regulate the Student Code of Ethics according to the Rector's Regulation no. 18 of 2020. This regulation contains ethics in the learning process, relationships with other parties and in extracurricular activities. The student manual is individually provided to each student after the student is officially registered at UPN Veteran Jakarta.

Methods and scientific practice

In addition to encouraging students to be able to implement their knowledge in the labour market, the curricula of both programmes also support the development of scientific skills. The following methodology and courses with practical assignments are applied in the subjects of computer science helping students to produce research work to meet standards through the final assignments.

Table 8: Methods and scientific practice in Informatics

N	Courses	Credits	ECTS	Semester
1	Statistics and Probability	3	4.8	2
2	Research methodology	3	4.8	3
3	Software engineering	3	4.8	3
4	Practical work	20	32	6
5	Proposal	2	3.2	5
6	Thesis	4	6.4	8

Table 9: Methods and scientific practice in Information Systems

N	Courses	Credits	ECTS	Semester
1	Research methodology	3	4.8	3
2	Statistics	3	4.8	3
3	Practical work	3	4.8	6
4	Final project 1	20	32	5
5	Final Project 2	2	3.2	8
6	Software engineering	4	6.4	3
7	Information System Project	3	4.8	4

Examination and final thesis

Assessment in both study programmes is carried out in various assessment formats: - Participatory Activities, Assignments/Quiz, Project Results (for project-based courses), Mid-term exam (UTS), Final exam (UAS) adjusted to the learning achievements of each course. This assessment process is in accordance with the Rector's Regulation Number 15 of 2020 concerning academic regulations and academic manuals.

Informatics and Information Systems

The thesis and/or final project for both programmes is prepared based on the Faculty's Thesis Writing/Final Project Guidelines with two assessments, Final Project 1 (proposal seminar) and Final Project 2 (Thesis Defence).

- The Final Project 1 or Proposal course has a weight of 2 credits (3.2 ECTS credits) aiming to assess whether a student's research proposal is appropriate to proceed to
- The Final Project 2 or the Final project 2 has a weight of 4 credits (6.4 ECTS credits) aiming to assess the quality of the research implemented.

Appraisal

The curricula of both programmes adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The elective courses enable students to acquire additional competences and skills. **The panel** thinks it would be a good option to present the potential application fields to the students in the beginning of their studies and **recommends** integrating an introductory course in the first year, given by practitioners, to introduce different application fields for information systems graduates (e.g. business, health, logistics/navigation,

nautical systems, etc.). In its statement on the report the University states that a “Kelas Besar/ Seminar class” has been implemented which is held four times in a semester. This class invites practitioners and guest professors as lecturers. The **panel recommends** the expansion of business foundation courses for both programmes as well as moving them to the very early stage of the curriculum being taught preferably in cooperation with the business faculty.

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

Theoretical questions are where possible, explained by means of practical examples. Students practice programming in the courses. Teachers have practical experience and give practical examples.

There is evidence that the programme qualifies for interdisciplinary thinking. There are also elective courses on national defence education and leadership. In addition, 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.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and build an integral part of the study programmes’ qualification objectives. Community service, and social commitments are a strong aspect of the programmes. 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.

Students acquire methodological competences and are enabled to do scientific work on the required level. In addition to it, **the panel also recommends** including technology acceptance models in the curriculum.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. However, the panel **recommends** revisiting exam formats in the curriculum adjusting it to the existing examinations forms, such as oral examinations, discussions, presentations, and seminar papers.

According to the curriculum, in the framework of the MBKM programme, students can choose an internship as part of MBKM activities in the sixth semester (MBKM internship) replacing courses planned for the sixth semester. In its statement on the report the University has provided the Internship Guides for both programmes regulating the main framework, general learning objectives, duties and responsibilities. However, the panel missed a clear reference to the actual business content of the relevant study programmes. The course topics of the sixth semester were not addressed in the Internship Guides. There is a need to align the curriculum courses addressed by the internship, the business contents of the internship, and the report (or other type of exam) of the internship. **Therefore, the panel recommends the following condition:**

The University ensures that the content and the qualification objectives of the internship are aligned with the curriculum courses and that this is reflected in the corresponding internship reports (or other type of exam).

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

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

3.2 Structure

Structure of the study programme

Table 10: Modular structure

Projected study time: - Informatics - Information Systems	- 8 semesters (4 years) - 8 semesters (4 years)
Number of credits (national credits and ECTS credits) - Informatics - Information Systems	- 148 credits (236.8 ECTS credits) - 148 credits (236.8 ECTS credits)
Workload per credit	1 credit is equivalent to 1.6 ECTS credits
Time required for processing the final thesis/project and awarded credits	6 months (for each programme)
Number of contact hours - Informatics - Information Systems	5957 hours 5925 hours

Table 11: Curriculum Structure of Informatics

Type of Courses	Credits	ECTS
University compulsory courses	13	20.8
Faculty compulsory courses	29	46.4
Study programme compulsory	57	91.2
Specialisation courses	9	14.4
Extra study programme learning courses	20	32
Courses Outside university	20	32
TOTAL	148	236.8

Table 12: Curriculum Structure of Information Systems

Type of Courses	Credits	ECTS
University compulsory courses	13	20.8
Faculty compulsory courses	29	46.4
Study programme compulsory	62	91.2
Specialisation courses	9	14.4
Extra study programme learning courses	20	32
Courses Outside university	15	22.4
TOTAL	148	236.8

One learning credit in Indonesian University is equivalent to 50 minutes of face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent study so that the total activities are 170 minutes. The maximum credits per semester is 24 credits. 1 SKS = 170 minutes x 14 weeks = 2,380 minutes (39,7 hours) – 1 ECTS credit = 25 hours. So the credit equivalence is: $39,7/25 = 1.6$ ECTS credits.

Study and exam regulations

Informatics and Information Systems:

The lectures are conducted 14 times within one semester, with one of the meetings – dedicated to the midterm exam and second meeting – dedicated to the final semester exam.

For each course, students are required to attend lessons with a minimum attendance of 75 % from the number of meetings. This minimum attendance is used as a requirement for students to take the Final Semester Examination. Universities have these statements described in the Rector's Regulation Number 20 of 2020 in Article 46 Paragraph 10 concerning Academic Regulations and Academic Manual Books. The assessment criteria are provided in Table 14:

Table 13: Conversion of Index to the scores

Index	Scores Range	Scores Conversion
A	85 – 100	4.00
A-	80 – 84.99	3.75
B+	75 – 79.99	3.50
B	70 – 74.99	3.00
B-	65 – 69.99	2.75
C+	60 – 64.99	2.50
C	55 – 59.99	2.00
D	40 – 54.99	1.00
E	< 40	0.00

In accordance with Table 14, students must have a minimum score of C. If they have the score below, they are given the opportunity to take a new exam arranged by each course lecturer. If they still do not meet the minimum standard, students are required to improve their understanding in the next semester.

During the study period, students are accompanied by an Academic Supervisor, who has a role in evaluating academic and non-academic learning outcomes.

Feasibility of study workload

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.

Equality of opportunity

With the diversity of Indonesian society in terms of race, religion, ethnicity, language, culture and others, so that lecturers and students in both programmes - Informatics and Information Systems study programmes have different backgrounds. The equality of opportunity is reflected in the process of new student admissions, evaluations of lectures which are carried out in a fair and transparent manner regardless of ethnicity, religion, and race. Likewise, the

recruitment of lecturers is carried out on transparent bases, without discrimination and taking into account the value of equality.

Informatics and Information Systems

At the same time, facilities for people with disabilities in the Faculty of Computer Science programmes are still to be improved. The UPNVJ continues the process of improving facilities for those who have physical limitations.

In addition, UPN Veteran Jakarta regulates the prevention and handling of cases of sexual violence in universities as outlined in the Rector's Regulation No. 8 of 2021 concerning Prevention and Handling of Sexual Harassment in the UPN Veteran Jakarta environment in accordance with the Ministerial Regulation No. 30 Year 2021.

Appraisal

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. 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 curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The students' feedback for the study workload is perceived as an adequate one.

The HEI ensures gender equality and non-discrimination. The panel appreciates efforts of the programmes being presented in their statement on the report, and **suggests** continuing affirmative actions towards enabling the study ability for different groups of people with disabilities (including physically impaired persons) as committed to in the self-evaluation report chapter 3.2.4.

	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

Logic und plausibility of the didactical concept

Informatics

The current learning method – a Student Centered Learning, abbreviated as SCL has a priority to be focused more on how students can learn better. Therefore, SCL is centered on student learning activities, and not only on the activities of teaching lecturers (Teacher Centered Learning, abbreviated as TCL). On the other hand, lecturers switch functions to become facilitators, including functions of learning partners.

Information Systems

This study programme also implements a SCL approach. Lecturers acts more like facilitators.

Both programmes practice the following SCL learning models:

1. Small Group Discussion - is a learning model that involves discussion between groups of students, or between groups of students and teachers to analyze, explore or debate certain topics or problems.
2. Simulation (and Role play) is a model that brings a situation similar to the real one into the classroom. With this simulation model, students can learn a system.
3. Discovery Learning is a learning method, which is focused on the use of available information, both provided by lecturers and sought by students themselves to build knowledge by means of independent study.
4. Self-Directed Learning is a learning process carried out on the initiative of individual students themselves. This method takes the form of giving learning assignments to students, such as reading assignments and making summaries.
5. Cooperative Learning is a group learning method designed by lecturers to solve a problem/case or do a task. This group consists of several students, who have various academic abilities. This method is very structured, because the formation of groups of material discussed, discussion steps and the final product that must be produced and controlled by the lecturer.
6. Collaborative Learning is a learning method that focuses on collaboration between students based on a consensus built by group members themselves. Problems/tasks/cases are open ended, but the formation of groups is based on interests, group work procedures, determining the time and place for discussion/ group work. The results of the discussion/group work are determined through mutual consensus among group members.

7. Contextual Instruction is a learning concept that helps lecturers relate course content to real situations in everyday life and motivates students to make connections between knowledge and its application in everyday life as community members, professional or managerial actors, entrepreneurs, and investors.
8. Project Based Learning is a systematic learning method, which involves students in learning knowledge and skills through a long and structured inquiry process towards authentic and complex questions and carefully designed tasks and products.

Course materials

All learning materials are prepared and stored on the e-learning portal provided by the University. All teaching materials for both programmes can be accessed through this e-learning portal: <https://leads.upnvj.ac.id/> page.

This e-learning portal has become the main portal used as a medium of communication between lecturers and students since the Covid 19 pandemic. Besides being used to upload learning resources, it can be used for activities, which involve both students and lecturers. The use of this e-learning portal makes it easier for lecturers and students to be able to access learning materials anywhere and anytime.

Informatics

The learning resources used for each course in the Informatics study programme consist of textbooks or e-books, modules, power point presentations, learning videos, lecture recordings and scientific journals relevant to the course. Assignments, quizzes, discussion forums, attendance and others are uploaded on this e-learning portal.

Information Systems

In the Information Systems study program, lecture materials also consist of various textbooks, practicum modules, power point slides, learning videos, and related scientific journals.

Guest lecturers

One of the agendas for both study programmes is an invitation for guest lectures. Guest Lecture is the lecturing activity that brings practitioners from industry/agencies and/or experts from universities to provide insight to students. The purpose of the Guest Lecture is to increase students' insight into certain fields in the study programme's curriculum to prepare them meeting the needs of the industrial world.

Guest Lecturers deliver lectures for certain subjects. The qualifications for practitioners as visiting lecturer is a minimum level of Masters Degree's education with a minimum of five years of experience. The requirements for academic's Visiting Lecturers are the Doctoral level with expertise in the subject.

Domestic academic guest lecturers are coming to both programmes (Informatics and Information Systems) from the following universities, such as: Universitas Cadjah Mada (UGM, Indonesia), University of Indonesia (UI), Institut Pertanian Bogor (IPB), Sepuluh Nopember Institute of Technology (ITS), Sriwijaya University (Unsri), Bandung Institute of Technology (ITB), the National Development University "Veteran" of East Java (or, in Indonesian Universitas Pembangunan Nasional "Veteran" Jawa Timur (UPN East Java), Universitas Hasanuddin (UNHAS).

Informatics.

The foreign academic lecturers are coming from:

- Universiti Sultan Zainal Abidin (UnisZa, Malaysia), Universiti Teknologi MARA (UiTM, Malaysia), Universiti Brunei Darussalam (Brunei), Korea Advanced Institute of Science and Technology (KAIST, South Korea), Japan Advanced Institute of Science and Technology (JAIST, Japan), Universiti Kebangsaan Malaysia (UKM, Malaysia), and University Kuala Lumpur (Uni-KL, Malaysia)

Practicing guest lecturers from Informatics field are coming from the following organisations:

- PT Bisa Ai, Data Academy, Multimatics, BRI, Bukalapak, Tokopedia, Gojek, BATAN, and from the Computer Association.

Information Systems

Lecturers-practitioners of the Information Systems undergraduate study programme are coming from the following organisations:

- PT Bisa Ai, Data Academy, Multimatics, BRI, Bukalapak, Tokopedia, Gojek, and from the Computer Association.

The foreign academic lecturers are coming from

- Universiti Sultan Zainal Abidin (UnisZa, Malaysia); Universiti Teknologi MARA (UiTM), Universiti Brunei Darussalam, Korea Advanced Institute of Science & Technology (KAIST, Korea), Japan Advanced Institute of Science and Technology (JAIST, Japan), Universiti Kebangsaan Malaysia (UKM), and University Kuala Lumpur, Malaysia (Uni-KL).

It is expected that with guest lecturing programme, students can prepare themselves to meet the needs of the industrial world.

Lecturing tutors

Academic Advisors have a role in directing and evaluating student learning's outcomes during their studies in the Informatics and Information Systems study programmes, both academic and non-academic. To assist students, the study programme appoints one lecturer for each student as an academic supervisor, and therefore, each student has an Academic Supervisor.

Academic supervisors act as guardians of students from the beginning until the student graduates. Academic supervisors conduct mentoring at least three times during one semester. This mentoring process includes consultation on filling out the Study Plan Card (KRS) and/or the issues that influence the student lecturing process after the midterm exam (UTS), and the final exam (UAS). Filling out the student's KRS (Study Plan Card) is usually implemented in consultation with the Academic Advisory Lecturer.

Appraisal

The didactical concept of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. The panel formed the view that the study programmes should continue to apply its lessons learned during COVID-19 regarding digital

didactical concepts. **The panel suggests** using concepts like flipped classroom, blended learning and digital whiteboards where appropriate.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. However, **the panel recommends** checking the actuality and completeness of appropriate (especially international) literature and other (online) materials, especially, the sources referred in the literature mentioned in the course descriptions.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. **The panel recommends** continuing the network of career service and international office to invite guest lecturers from practice and from abroad.

Academic advisors support the students in the learning process and help them develop competences and skills.

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

3.4 International outlook

International contents and intercultural aspects

Informatics

Informatics study programme invites speakers, both academics and practitioners from foreign universities, to deliver public lectures, webinars, visiting lecturers and international conferences. The examples of international activities are listed in Table 14.

Table 14 International contents and intercultural aspects.

Implementation date	International Conference / Seminar / Workshop Details
January 19, 2022	International Sharing Session Series Between Universitas Pembangunan Nasional Veteran Jakarta & UITM Cawangan Kelantan (UITMCK) Malaysia
June 5, 2021	Online Global Classroom – Java Programming Faculty of Informatics and Computing, UniSZA in collaboration with Fakultas Ilmu Komputer, Universitas Pembangunan Nasional Veteran Jakarta
October 28-29, 2021	The 3 rd International Conference of Informatics, Multimedia, Cyber, and Information System (ICIMCIS)
November 18-19, 2020	The 2 nd International Conference of Informatics, Multimedia, Cyber, and Information System (ICIMCIS)
October 24-25, 2019	The 1 st International Conference of Informatics, Multimedia, Cyber, and Information System (ICIMCIS)

Information Systems

The Information Systems study programme invites experts to be speakers in public lectures and webinars from professional field and academia from universities abroad. In addition, e-books are used as references with a global prospective as international standards.

In the aspect of internationalization, the Information Systems programme has an international class in subjects taught using English. One of the classes of the Data mining and Data warehouse course uses English as the language of instruction in its lecturing activities.

Another programme - Tridharma programme is the implementation of the joint research with researchers from abroad (such as: UNISZA). Student exchange programmes with universities abroad such as the UnisZa and UKM in Malaysia is a manifestation of the process of socializing and exchanging cultures with various backgrounds, education, ethnicity, race, language and religion.

The Faculty of Computer Science also encourages internationalization, especially in the field of research, by holding an international conference, namely the International Conference on Informatics, Multimedia, Cyber and Information System (ICIMCIS).

ICIMCIS is a reputable international conference indexed by Scopus published at the IEEE (Institute of Electrical and Electronics Engineers) which have been repeated since 2019, and they are repeated annually. The ICIMCIS conference has been successfully conducted in 2019 and 2020 years. The researchers who disseminate their research results come from various well-known universities in Indonesia and abroad. In ICIMCIS, students with the best final assignments are facilitated to publish research results together with their supervisors.

Internationality of the student body

Informatics

In the odd semester of the 2019/2020 academic year, the Informatics study programme conducted a student exchange with the Malaysian University (Universiti Kebangsaan Malaysia, UKM). In the odd semesters of the 2020/2021 and 2021/2022 academic years, the Informatics study programme conducts student exchanges with other Malaysian University (Universiti Sultan Zainal Abidin (UniSZA)).

Information systems

Currently, the Information Systems study programme has not accepted any regular international students. However, the programme has organized student exchange programmes in 2020 and 2022. It is planned that this student exchange programme will continue and be expanded to other overseas universities (such as: Uitm).

Internationality of faculty

Both programmes do not have foreign lecturers. However, some permanent lecturers in the Informatics study programme are graduates from universities abroad, which also brings the effects of internationalization to the faculty. The teaching lecturers at the Faculty of Computer Science are the overseas graduates, from the universities of

- University of Edinburgh
- National Taipei University Of Technology
- and Tomas Bata University in Zlin

Foreign language contents

Both programmes

To support and improve students' English language skills, the programmes provide English language courses. In addition, the Faculty of Computer Science in 2021/2022 offers classes with English language of instruction.

These courses are: *Data Mining and Data Warehouse*.

English certification is also a requirement for graduation. The criteria requested from students are the following: knowledge of

1. TOEFL Prediction 450, or
2. TOEFL 450, or
3. TOEFL ITP 450, or
4. TOEFL IBT 45, or
5. IELTS 5

Appraisal

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, **the panel suggests** gradually considering and implementing virtual mobility of students to complement physical mobility of educators and of students through COIL (collaborative online international learning)/courses

with participants from different locations. This will enhance the experience of intercultural communication, international case studies in the curriculum and improving international reputation. The panel **suggests** considering the virtual mobility by providing courses in English on digital platforms (synchronous conferences/lectures and asynchronous teamwork/case based learning). Thus, the students could get into contact with foreign students on the learning job quite early, and foreign students might prepare virtually before starting physical mobility.

The panel appreciates that the study programmes intend to implement measures, like setting up an international class to promote internationality or offer courses in English. That should be attractive for international students. However, international students hardly apply to study the programmes. Even though the measures taken to promote internationality are goal-oriented, **the panel recommends** the following: To achieve its goal of an improved international standing, the HEI needs to set up a strategy to attract more international students from different countries. It could include, for example, exchange programmes, such as Erasmus+, double degree programmes, as well as publishing all relevant information for prospective students in foreign languages, in particular in English, on their website.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. **The panel suggests** extending the use of guest lecturers and visiting professors from abroad (e.g.: PhDs defended in Europe).

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Informatics

The Informatics Study Programme promote multidisciplinary competencies in their courses:

- Entrepreneurship, internships, and independent studies/projects.

The Informatics Study Programme also applies Case Based Method and Project Based Learning in teaching subjects. The students are also accustomed to work in their teams to understand both the theory and practice.

Information Systems

The information systems study programme uses the case-based method and project-based learning as the preferred learning method in the learning process. This is in line with the policies of ministries and universities to familiarize students to understand the content of theory and practice to master its sides. In addition, there are several multidisciplinary courses that support student competencies:

- Leadership courses, and technopreneurship.

Appraisal

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is probably ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The Faculty of Computer Science is committed to provide the best skills for students for employment after their graduation. One of the activities to support this is to encourage students to take the competency certification. UPNVJ has a Professional Certification Agency (LSP). The LSP schemes available for the Faculty of Computer Science are Junior Web Programmer and Assistant Programmer.

Informatics

In addition, to increase employability, students can also take part in the Industrial Internship programme contained in the 2020 MBKM curriculum. It is expected that students can have direct access to industry jobs and, therefore, to gain the position in industry after graduation from the Informatics Study Programme. Some MBKM partners include Amati Indonesia, PT Huawei, PT Bisa AI.

Information systems

The curriculum of the Information Systems undergraduate programme includes practical courses as a means for students to apply their knowledge in the field. This course is 2 credits / 3.2 ECTS credits and is carried out off campus for approximately three months. In addition to this in the MBKM 2020 curriculum, students can also take part in Internship programs in industry or certified independent studies to enable students to have direct access to industry so that they can be easily absorbed after graduating from the Information Systems undergraduate study programme.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses.

		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

The structure and number of the faculty of two programmes are similar. There are CVs of all faculty members of two study programmes provided.

Structure and quantity of faculty in relation to curricular requirements

Informatics

The programme currently employs 15 permanent lecturers, and 4 lecturers are currently studying for their PhD in Malaysia (at ITB, IPB and UTM). The minimum academic qualification is a Master in computer or relevant fields of study. Lecturers at the Faculty of Computer Science are graduates from leading universities in Indonesia (the Universitas Indonesia, Institut Teknoogi Bandung, Institut Pertanian Bogor, and Budi Luhur University. Lecturers with a doctorate degree are from the Universitas Indonesia and Universitas Gunadarma) and abroad (Tomas Bata University, Universiti Teknologi Malaysia, and National Taipei University of Technology). Two lecturers have PhDs, and four lecturers are currently completing PhDs. The Informatics Study Programme has one (1) Professor teaching in the programme.

Table 15. Lecturers of Informatics

Lecturers of Informatics programme	Faculty members
Full time lecturers	15
Part time lecturers	3
Professionals	-
Total	18

Information Systems

The Information System currently employs 20 permanent lecturers: 3 with PhDs, and 17 are postgraduate lecturers in the field of computer or relevant fields of study. Out of 20 lecturers, 4 of them are practitioners. The Lecturers of Information Systems from the Faculty of Computer Science are graduated from leading universities in Indonesia (Universitas Gadjah Mada, Universitas Indonesia, Universitas Budi Luhur, IPB, ITB, Universitas Gunadharma, Universitas Bina Nusantara, and Universitas Telkom) and abroad (Edinburgh, Scotland, United Kingdom, MIT, Australia.), including 4 lecturers – with PhDs. However, until now, there are no permanent professors.

Table 16 Lecturers of IS

Lecturers of Information Systems study programme	Faculty members
Full time lecturers	18
Part time lecturers	2
Professionals	-
Total	20

Academic and pedagogical qualification of faculty

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.

Informatics

In addition to academic qualifications, the majority of lecturers have a national teaching certification for lecturers (Serdos), required by the Minister of Education and Research and Technology. There are 10 lecturers awarded with Lecturer's Certification. Almost all permanent lecturers in Informatics have certificates in Data Science and AI.

There are 4 lecturers who are currently in their PhDs programmes. The Informatics study programme also regularly sends lecturers for more advanced teaching certifications. Courses in the professional ethics in information technology, machine learning, expert systems, human and computer interaction, and data and network security require professionals with knowledge of both theory and practice, and that is why the part-time lecturers are mainly recruited due to their professional background in industries.

Information Systems

In addition to academic qualifications, majority of lecturers have a national teaching certification (Serdos), legally required after two years of teaching. The Information Systems Study Programme sends lecturers for upgrading their qualifications. Courses of Cyber Security, System Audit and IoT require professionals with the knowledge in both theory and practice. Therefore, some professionals and part-time lecturers with professional backgrounds in the industrial world are recruited to share their knowledge or practical collaborative research.

Almost all lecturers (17) have passed the Lecturer Certification programme (SERDOS). The new lecturers attended Micro Teaching workshops and the Basic Skills Improvement Programme for Instructional Techniques (Pekerti) and AA (Applied Approach). Information systems lecturers went through several certification programmes in the fields of Governance, project management, databases.

In addition, several lecturers of both study programmes participated in the certified programmes: ToT, Big Data, and Artificial Intelligence certification.

Practical business experience of faculty

Informatics

Several lecturers in the Informatics study programme have the following recognition:

- Speakers at other campuses, LSP competency assessors, external journal reviewers, and the applications' developers;
- Members of the Indonesian Informatics Experts Association;
- the Association for Higher Education Informatics and Computers (APTIKOM), Indonesia

Information Systems

- systems lecturers who own a Micro Small Business business (Dapur Mamah), as well as those who have startup companies in Jakarta and in Tegal;
- Professional Business Coach certificates, an IT consultant, being involved in the Huawei International certification instructor;
- Membership in the Association for Higher Education Informatics and Computers (APTIKOM Indonesia), the Association For Information Systems Indonesia (AISINDO), Indonesian Informatics Experts Association;
- association administrators in the fields of Education, Research, Community Service and ICT Development at the Indonesian Information and Communication Technology Auditors Association;
- members of the IEEE to support international participation seminars seminar activities indexed by Scopus and international participation.

Internal cooperation

Informatics and Information Systems

Study programmes at the Faculty of Computer Science are working together. Courses are organised as a team teaching being supervised by a minimum of two lecturers. The team can come from different study programmes and exchange lecturers between study programmes. The students from the informatics study programme can take courses from other study programmes and other faculties as well. Teaching teams meet regularly to coordinate, maintain, organize course materials, examinations and evaluations. In addition to teaching, the Ministry of Education and Research and Technology has 'TriDharma' mission with education, research and community services. Based on the UPNVJ's regulations, every research and community service project must involve students.

Student support by the faculty

Informatics and Information Systems

Faculty support to provide support to students through academic guidance. Each student has an academic supervisor, who has the position of permanent lecturer at UPNVJ with a minimum qualification of Master and the National Lecturer Identification Number. If the supervisor is unable to carry out his duties, the Faculty will appoint a new supervisor.

The duties of academic supervisor are:

- provide guidance to students during the education period;
- cultivate creativity with effective study patterns;
- help students develop study plans
- ensure that the student academic targets are achieved
- help solving academic problems

The academic guidance is carried out three times per semester (face-to-face, email, whatsapp groups, video calls, zoom, google meet, etc.). A counseling center is available to consult about mental health issues. The faculty also conducts counselor training for academic supervisors for good counseling services to students. UPNVJ also has health services in the form of a health clinic for all students. The thesis supervisors are the key supervisor (who guides all the thesis's aspects – from the problem formulation, framework, methods, and data interpretation

and conclusion) and his assistant (who guides the procedures for writing the thesis according to the manual up to checking it for plagiarism).

Appraisal

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented. **The panel suggests** that the HEI systematically ensure that lecturers are adequately qualified regarding the use of digital didactical concepts such as flipped classroom, blended and digital whiteboards in orientation to fitting international frameworks, thus opening the courses also to international students (virtual mobility).

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

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

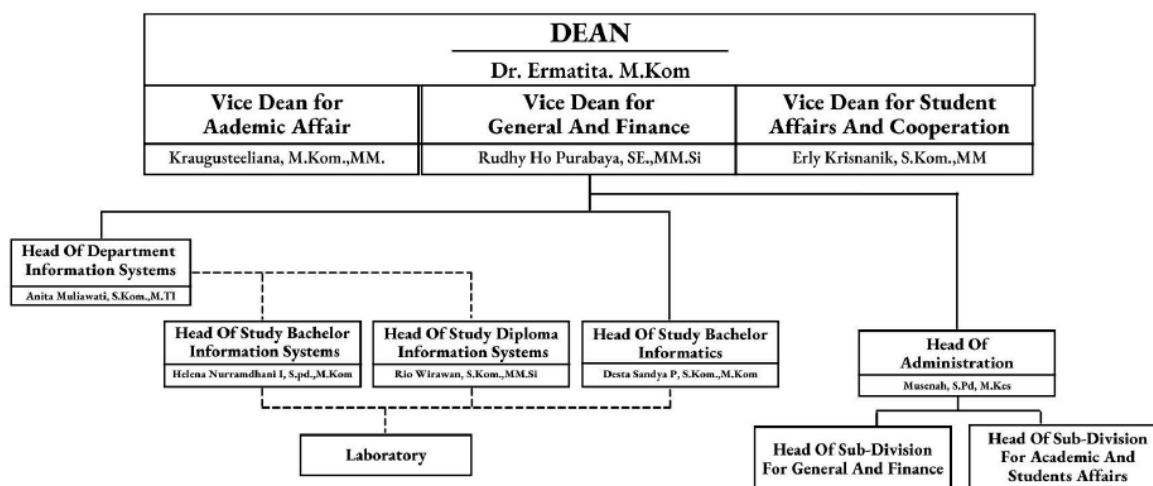
Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

	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

The Faculty of Computer Science has three study programmes, namely: Undergraduate Informatics, Undergraduate Information Systems, and Information System Diploma Programme. A programme coordinator coordinates each study programme and reports to the Dean. The Dean of the Faculty of Computer Science has a support from the Vice Deans (in academic affairs, student affairs, as well as in general and finance).

Programme Director



Head of the department (Programme Director) oversees the study programmes and is responsible for research and community services of lecturers. The head of the study programme is responsible for educational/learning management. In managing laboratory, the programme coordinator manages the heads of laboratories. There are seven laboratories: Cyber Labs and Networks; Artificial Intelligence Laboratory; Programming Laboratory; Research Center Laboratory; Business Intelligence Laboratory; Data Mining Laboratory; and Database Laboratory.

Process organisation and administrative support for students and faculty

At the faculty level, the chief of administrative staff (Head of administration) is responsible for administration and coordination. The administrative staff in the Computer Science faculty consists of 25 members with different responsibilities. Each head of study programme is supported by secretary and administrative staff. One additional administrative person has been assigned to Informatics for maintaining daily teaching and learning activities: schedules, final exams and thesis exams, and others. UPNVJ has an integrated online system (student portal and lecturer portal) to help in academic process management.

Appraisal

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

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

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

4.3 Cooperation and partnerships

Both undergraduate study programmes understand that strong alliances and strategic partnerships are necessary for their future development.

Cooperation with HEIs and other academic institutions or networks

Both programmes fully support its faculty members to collaborate in teaching, research and community services. Here are some collaborations or networks that are currently running. The cooperation (2) and activities (4) are also identical for both programmes:

Table 17. Informatics and Information Systems, Cooperation

	Informatics (1)			Information Systems (2)		
N	Cooperation/HEIs	TriDharma	Activities	Cooperation/HEIs	TriDharma	Activities
1	2	3	4	5	6	7
1	Uni. Sultan Zainal Abidin	T, R	S, PL, SE, LE	Uni. Sultan Zainal Abidin	T, R	S, PL, SE, LE
2	Uni. Mara Kelantan UiTM	T, R	LE, S	Uni. Mara Kelantan UiTM	T, R	LE, S
3	PT Multimatics	QA of L/S	TOT L, IC of L/S	PT Multimatics	QA of L/S	TOT L, IC of L/S
4	UPN Veteran Yogyakarta	T, R, CS	Joint R, Joint P, R & CS	UPN Veteran Yogyakarta	T, R, CS	Joint R, Joint P, R & CS
5	UPN Veteran Jatim	QA of L/S	Joint R, Joint P	UPN Veteran Jatim	QA of L/S	Joint R, Joint P
6	PT Enigma	QA of L/S	IÜ for S/L, PC, GR	PT Enigma	QA of L/S	IÜ for S/L, PC, GR
7	PTCan AI	QA of L/S	IP for S/L, PC, C	PTCan AI	QA of L/S	IP for S/L, PC, C
8	Akademi PT Data Trend	QA of L/S	IP, PC, C	Akademi PT Data Trend	QA of L/S	IP, PC, C
9	Uni. Sriwijaya	E, R, QS	L, SE, SC, Joint R	Uni. Sriwijaya	E, R, QS	L, SE, SC, Joint R

10	Uni. Bina Dharma	E, R, CS	L, SE, SC, Joint R	Uni.Bina Dharma	E, R, CS	L, SE, SC, Joint R
11	Uni.Sjalhyakirti	E, R, CS	L, SE, SC, Joint R	Uni.Sjalhyakirti	E, R, CS	L, SE, SC, Joint R
12	Universitas Budi Luhur	E; R, CS	L, SE, SC, Joint R	Universitas Budi Luhur	E; R, CS	L, SE, SC, Joint R
13	Uni. AMIKOM	E, R; CS	L, SE, SC, JR	Uni. AMIKOM	E, R; CS	L,SE,SC, JR
14	Banten Gov-t, Indramayu Regency	E, R, CS	R, CS, VD	Banten Gov-t, Indramayu Regency	E, R, CS	R, CS, VD.

Abbreviation:

In 2 column: Uni - University

in 3 column: E – Education, R- Research, Community Service (CS), Teaching (T), Quality Assurance (QA);

4 column: S – Seminar, PL – public lectures, SE-Student Exchange, LE – Lecture Exchange, IP – Internship Programme; C – Certification, IC- International Certification; R- Research; P – Publication; SC- Seminar Collaboration, VD – Village Development

Cooperation with business enterprises and other organisations

There are ongoing collaborations with business entities and companies (2021) for both programmes:

Table 18 Collaborations for 2 programmes

N	Informatics (1)		Information Systems (2)	
	Institutions/ Companies	Activities	Institutions/Companies	Activities
1	Amati Indonesia	Independent Study	Amati Indonesia	Independent Study
2	PT Huawei	Independent Study	PT Huawei	Independent Study
3	PT Bisa AI	Internships& Independent Studies	PT Bisa AI	Internships& Independent Studies
4	PT Enigma	Internships	PT Enigma	Internships
5	Data Academy	Independent Study	Data Academy	Independent Study
6	PT Jatis	Internships	PT Jatis	Internships
7	Multimatics	Certification	Multimatics	Certification
8	EC Council	Certification	EC Council	Certification
9	PT Inixindo Solution	Internship& Certification	PT Inixindo Solution	Internship& Certification
10	P CMPlus	Internship	P CMPlus	Internship
11	Kabupaten Indramayu	Research	Kabupaten Indramayu	Research

Appraisal

The scope and nature of cooperation with HEIs, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. However, the panel identified that there are not so many cooperation agreements in both programmes with international higher

education institutions. Therefore, **the panel recommends** strengthening the cooperation with new/other higher education institutions outside of Indonesia.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. All such activities contribute to the development of the students' qualification and skills. **However, the panel recommends** a closer cooperation with the career service for a wider practice (see also recommendation in chapter 3.3 and 4.5).

	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

The infrastructure provision of the University refers to the document concerning National Higher Education Standards (Permendikbud No. 3 of 2020 Articles 33-39) on Standards of Learning Facilities and Infrastructure. Furthermore, the government supports the tasks and functions of this university and governance of UPNVJ. It is reflected in the UPNVJ Rector's Regulation Number 17 of 2021 concerning the management of state-owned assets and management of facilities and infrastructure.

UPNVJ has developed an internet network that is inter-connected between systems. Internet capacity is 3.5 GBps, Limo Campus is 500 Mbps, iDREN is 350 Mbps using Internet Service Provider Moratelindo and disaster recovery data based on Google Cloud Platform. Each building is equipped with wifi internet and 150 access points. There are 775 units of PCs, and 300 more PCs are located across several faculties.

Quantity, quality, media and IT equipment of teaching and group rooms

Both study programmes are identical in terms of facilities and equipment. The facilities and infrastructure of both programmes is developed and improved each year.

Table 19. Facilities

N	Units	Facilities
1	University	Library, Polyclinic, Sport Facilities, Canteen, Mosque, Parking, Bank, ATM
2	Faculty	Ki Hajar Dewantoro Building Administration Room, Dewi Sartika Building Lecture Room, Laptop, hite Board, Wireless internet, Mashclass Room, Smartclass Room, Cyber and Network Laboratory Room, AI Laboratory Room, Programming Laboratory Room, Study

		Center Laboratory Room, Database Laboratory Room, Data Mining Laboratory Room, BI Laboratory Room, Smart Class Room
3 (a)	Informatics Study programme	BI Laboratory Room; Programming Laboratory Room, Database Laboratory Room and Data Mining Laboratory Room, Study Center Laboratory Room
3 (b)	Information System Study programme	BI Laboratory Room; Programming Laboratory Room, Database Laboratory Room and Data Mining Laboratory Room, Study Center Laboratory Room

Access to literature

First, there is free access to literature for students through the National Library of the Republic of Indonesia (Perpusnas): National Library (<https://www.perpusnas.go.id>). It is open from 08.00 -19.00. There are 430 full text journals, 476 social science journals, 680 full text journals on international relations, 48,000 full text conference papers. Registration is very simple: through an ID card, and it can be accessed online.

Second, 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/>. " <http://library.upnvj.ac.id/> or <https://perpustakaan.upnvj.ac.id/>.

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.

Appraisal

During the tour on campus and through the Faculty's facilities, the panel was able to get an impression of how the University and the Faculty 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.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

	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

Career counselling and placement service

The career counselling services are available for students and alumni:

- Center for career development and entrepreneurship which links students with their internships, entrepreneurship, the Student Creativity Programme (PKM), socialization (Kemenpora Youth Entrepreneurship College), business model canvas training, proposal making training, sharing sessions for alumni who receive capital for youth entrepreneurship lectures and winners of the Indonesian Student Competition;
- The soft skills training carried out are public speaking, finance management, and digital marketing. Collaborate with student institutions (university level, faculty level, and program level) to organize workshops or training activities that involve students;
- Mental Health Center's services for consultation of students experiencing problems;
- Counsellor training services - for counselling services of supervisors to students;
- Tracer studies – to provide services to alumni and share information on the latest job vacancies, scholarships, soft skills training, online job fairs and webinars, seminars

Alumni Activities

Alumni activities bring contributions to academic study programmes through their

- a). academic activities: webinar sharing, briefing for graduates to share experiences, donations of alumni in the form of training, workshops for programming, other activities;
- b). non-academic fields: charity activities, donations for those in need, open recruitment

Appraisal

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. **The panel formed the view that it would be beneficial** to extend the career counselling provided to students, and improve the visibility of the existing career service, in particular for students near the completion of their degrees.

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)

Financial management at UPNVJ refers to the management of state finances based on:

- Law (No.17 of 2003)
- Regulation of the Minister of Finance concerning Payment Procedures for the Implementation of the State Revenue and Expenditure Budget (No. 178/PMK.05/2018).
- UPNVJ Rector Regulation concerning Guidelines for Financial Management of UPNVJ No. 05 of 2017
- UPNVJ Rector's Decree No. 37/UN61.0/HK.02/2022 on Standard Input Fees for 2022.
- In particular, the reference financing of higher education activities refers to Permendikbud No. 3 of 2020 concerning National Higher Education Standards.

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.

Informatics and Information Systems

Referring to the rules and funding standards, each study programme calculated the cost of the education process during the student's lecture period. The fees charged to students consist of Direct Costs (BL) related to the operation of the study program and Indirect Costs (BTL) used to support the implementation of the study program. The amount of BTL is 50 % of BL.

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

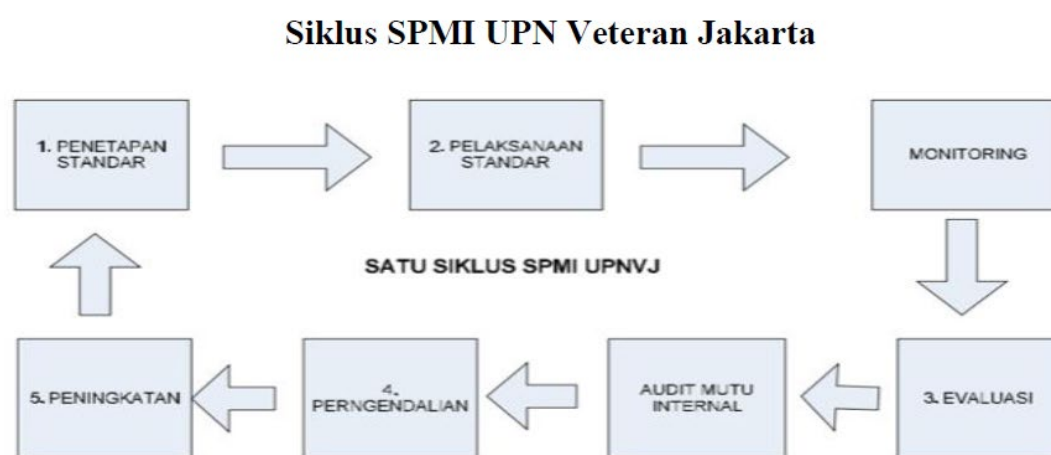
Quality assurance and quality development with respect to contents, processes and outcomes

At the level of the UPNVJ, the implementation of quality assurance system is organised at 3 levels:

- under the authority of Learning Development & Quality Assurance Institute (LP3M)
- at the faculty, by the Quality Assurance Team (TPM), supervised by Dean and staff
- at the study programme, by the Quality Control Team (GKM), 3 times each semester (at the time of planning lecture, during the lecture process and at the end)

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

Figure 2 QA cycle of activities



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 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 UPNVJ has the Internal Quality Audit (AMI), which 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.

The UPNVJ 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.

In terms of programmes, a quality assurance and development procedure, which monitors and develops the quality of each programme with respect to its contents, processes, and outcomes, have been set up. It takes into account the evaluation results. Staff participate in the respective committees to plan and assess the quality assurance and development procedures.

Instruments of quality assurance

Evaluation by students

At the institutional level of UPNVJ, the mechanism of the evaluation process by students is carried out periodically, at the end of each semester. The students evaluate both the lecturers and staff of UPNVJ. Lecturers' evaluation has been carried out periodically through the EDOM (Lecturer Evaluation by students) assessment, which is available through <https://dosen.upnvj.ac.id/media>.

The students also evaluate lecturers in Live Feedback (UBL) at the following platform: https://bit.ly/UBL_FIK after completing a learning process every day. Therefore, it is considered that the learning process is monitored properly, - starting from the preparation of teaching materials (ppt, videos and up to lectures delivery).

The results of this evaluation are applied to study programmes to improve the performance of Lecturers and Staff in the Information Systems study programme. The Lecturer Evaluation by students' assessment is carried out by students before the final exam (UTS) and the mid-term exam (UAS). It is also a requirement for all students to fill out the lecturer's evaluation. The system must meet 3 out of 4 values of existing scales.

In addition to Lecturers and Education evaluation, the same system (EDOM) is also implemented to evaluate the study programme's management services for students using the questionnaire provided to evaluate such things as infrastructure and responses to student needs.

Evaluation by faculty

Regular evaluations to maintain the quality targets are carried out at the faculty level. The process goes through the mechanism of management meetings review (RTM), held regularly at the beginning of every month and Inter-sectoral coordination:

- every Monday: from 09.00-12.00;
- daily coordination meetings: from 08.00 – 08.15);
- before the end of each working day: 15.45 – 16.30.

Coordination, communication and consolidation take place on a regular basis to find a common solution for learning quality and quality services. The **Faculty of Computer Science** conducts regular evaluation of the study programmes' activities.

The lecturers at the Faculty 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.

External evaluation by alumni, employers and third parties

The external evaluation is carried out on a periodical basis by the various stakeholders:

- alumni, industry, partners and third parties based on the questionnaire (results of which are supposed to be placed in google form).

The evaluation can also be organised through interviews or discussions (through the UPNVJ alumni association). The alumni's programme is held twice a year - in March and September. Currently, it is conducted online. Feedback from alumni is collected through the website page <https://tracer.upnvj.ac.id/>

The external parties, or resource persons are business partners and parties who have collaborated with the Information Systems Study Programme whose cooperation programmes have been agreed, including by the MOU. Feedback and comments from all parties are the basis for the preparation of work programmes, services, and curriculum.

In addition to the tracer study process internally, the Information Systems study programme also periodically participates in a national tracer study programme (DIKTI) to track the traces of graduates and aims to evaluate the outcomes of the education process in the Information Systems study programme, Faculty of Computer Science UPNVJ at the national level.

The evaluation process of the Information Systems study programme at the Faculty of Computer Science can also be carried out openly by the wider community, parents and other stakeholders. It can be done through the media of the National Public Complaint Management System, People's Online Complaint Aspiration Service (SP4N-LAPOR!) with reference in improving the quality of services: <https://www.lapor.go.id/>, which can be used as a reference in improving the quality of services that have been implemented.

At the institutional level, UPN VJ has also provided a complaint system for stakeholders within the scope of UPNVJ, in general, and at the level of study Programmes of the Faculty of

Computer Science, in particular. It provides some suggestion boxes in several locations, and a complaint system through:

- Whatsapp (082133353083),
- Emails ; servicecepatupn@gmail.com
- Surveys / questionnaires

Programme documentationProgramme description

The Faculty of Computer Science updates the programmes' description in the Student manual on a regular basis. It consists of the Academic Guidebook, Manual on thesis writing, and the Academic supervisor's Manual. The Academic Guidebook or Manual includes curriculum, academic information systems, learning systems, e-learning-based systems, exam administration systems, thesis submission systems, judicial implementation systems and others. UPNVJ refers to the guidebook issued by the Ministry of Research, Technology and Higher Education. The academic manual's documents are also stored on Google drive [[https://bit.ly /POB-FIK-UPNVJ-OCTOBER-2021](https://bit.ly/POB-FIK-UPNVJ-OCTOBER-2021)]. The information about the Management Study Programmes can be accessed by the general public through www.new-fik.upnvj.ac.id, and UPNVJ guidelines can be accessed through www.upnvj.ac.id.

Informatics

To make it easier for the public to access information about the Informatics Study Programme, online access is provided via www.new-fik.upnvj.ac.id. Other guidelines are issued by the University and can be accessed via www.upnvj.ac.id.

Information Systems

In addition to the information, provided online, the Information Systems Study Programme is currently collaborating with several companies, professional organizations and the government. One example is a local start-up company engaged in information technology that focuses on developing information systems and applications for the government and the private sector to digitize companies both at the local and national scope. In this start-up students get internships, implementing the knowledge gained during studies as a foundation for building an IT-based start-up company.

Information on activities during the academic year

Information regarding programmes, graduate profiles, curriculum and faculty academic calendars of study programmes as well as student registration and admissions is provided on the faculty website <http://fik-new.upnvj.ac.id/> or through www.upnvj.ac.id.

Student study plans and complete academic details such as selection of courses, graduation or selected courses, management of study plans and schedules, information on exams and grades as well as cumulative GPA can be accessed through the Student Academic Information System (SIKAD) www.akademik.upnvj.ac.id.

In addition, in SIKAD, students can also input a Study Plan Card (KRS), view class/exam schedules, view financial history, view grades online at any time and wherever they are and monitor student activities during academic guidance. For lecturers, there is a lecturer's system that can be accessed through www.dosenupnvj.ac.id.

The study programmes also conduct tracer studies through the website <https://tracer.upnvj.ac.id/> to make it easier to track the career and study sustainability of post-study alumni. Then to make it easier to share various information and activities carried out by the faculty, the Faculty of Computer Science also utilizes social media platforms: Instagram <https://www.instagram.com/fasilkomupnvj/> and YouTube https://www.youtube.com/channel/UCI2-KDnr9EB4V7IRp-aq_Ng.

Syllabus information is given after the RPS is updated by the lecturer team according to the direction of the coordinating lecturer. This RPS information includes details of activities, achievements and assessment systems in learning activities.

Appraisal

Evaluations by the students on the lecturers' performance and the quality of the management services 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.

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. For example, an assessment of the actual student workload is appropriately conducted by explicitly asking students to report their actual workload in terms of hours spent on a course in total (for example, self-study time and preparation for examinations, etc.), so that possible discrepancies between the actual workload of the students and the workload (and therefore the allocated credits) set by the University can be identified.

Therefore, the panel has the following **condition** for both 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.

Quality control by the faculty is concerned with the quality of the leadership at the Faculty and is carried out on a regular basis and in accordance with a prescribed procedure. 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.

		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 Computer in Informatics,
Bachelor of Computer in Information Systems

		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					
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	Condition
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality			X		
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			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)					n/r
4.2	Programme managementx					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			X		

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