

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	23/095 Cl.3
Higher Education Institution:	Universitas Sumatera Utara
Location:	Medan, Indonesia
Study Programme:	Bachelor Programme in Accounting, S.E. Bachelor Programme in Development Economics, S.E. Bachelor Programme in Management, S.E. Bachelor Programme in Agribusiness, S.P.

Type of Accreditation: initial accreditation

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

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

Period of Accreditation: March 12, 2025 until March 11, 2030.

Condition:

- The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.

Proof of meeting this condition is to be supplied by December 11, 2025.

The FIBAA Quality Seal is awarded.

Fulfilment of condition

✓ The condition has been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on March 27, 2026.

Thus, according to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited without any further conditions.

Period of Accreditation: March 12, 2025, until March 11, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Sumatera Utara, Sumatra, Indonesia

Bachelor programme:

1. Bachelor Programme in Accounting
2. Bachelor Programme in Development Economics
3. Bachelor Programme in Management
4. Bachelor Programme in Agribusiness

Qualification awarded on completion:

1. Bachelor Programme in Accounting:
Bachelor of Economics/Sarjana Ekonomi (S.E.)
2. Bachelor Programme in Development Economics:
Bachelor of Economics/Sarjana Ekonomi (S.E.)
3. Bachelor Programme in Management:
Bachelor of Economics/Sarjana Ekonomi (S.E.)
4. Bachelor Programme in Agribusiness:
Bachelor of Agriculture/Sarjana Pertanian (S.P.)

General information on the study programme

Brief description of the study programme:

The **Bachelor Programme in Development Economics** (BDE) is a four-year study programme that aims to educate graduates to master theoretical concepts in the field of economics in general so that they have the knowledge and methodology to solve problems in the economic field by analysing the causal factors through the application of science and technology.

The **Bachelor Programme in Management** (BM) is a four-year study programme that aims to educate graduates who can assume leadership roles with integrity and an entrepreneurial spirit, provide advice in business management and participate in the ethical development of knowledge.

The **Bachelor Programme in Accounting** (BA) is a four-year study programme that aims to educate graduates with the ability to understand and apply accounting principles critically, analytically and systematically. The programme emphasises a balanced combination of theoretical analysis and practical applications, incorporating quantitative skills to analyse theories empirically.

The **Bachelor Programme in Agribusiness** (BAg) is a four-year study programme that aims to educate graduates with the ability to plan, manage and develop innovative and sustainable agribusiness enterprises. Graduates shall be able to analyse data and information comprehensively by integrating multidisciplinary scientific knowledge: economics, management, agriculture and social aspects in effective and efficient agribusiness decision-making.

Type of study programme:

For all programmes: Bachelor programme

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

BA: 4 Years, 144 SKS credits / 230 ECTS credits

BDE: 4 Years, 144 SKS credits / 230 ECTS credits

BM: 4 Years, 146 SKS credits / 233 ECTS credits

BAg: 4 Years, 144 SKS credits / 230 ECTS credits

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: no

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

BA: 219 students; 6 classes

BDE: 170 students; 4 classes

BM: 222 students; 6 classes

BAg: 190 students; 4 classes

Programme cycle starts in:

For all programmes: August of each year

Initial start of the programme:

BA: 1961

BDE: 1961

BM: 1961

BAg: 1956

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor Programme in Accounting, Bachelor Programme in Development Economics, Bachelor Programme in Management and Bachelor Programme in Agribusiness was concluded between FIBAA and Universitas Sumatera Utara on December 13, 2023. On August 7, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Olivia Fachrunnisa

Universitas Islam Sultan Agung (UNISSULA)

Professor of Management

Management, Accounting, Economics, Business Administration, Islamic Economics and Business, Digital Business, Business Communication

Prof. Dr. Andreas Grüner

University of St. Gallen

Professor of Finance and Accounting

Accounting, Corporate Finance, Controlling, Private Equity, Corporate Finance/Valuation, Performance Measurement, Portfolio Management, Entrepreneurship, General Management

Prof. Dr. Holger Hinz

University of Flensburg

Professor of Business Administration, in particular Finance

National Economics, General Business Administration, International Management, Finance, Controlling, Consulting

Prof. Dr. Rainer Kühl

University of Giessen

University Professor, Institute of Agricultural and Food Economics

Organisational Theory and Organisational Design in Agribusiness, Institutional Economics, Microeconomics and Competition Analysis, Cooperatives, Behavioural Economics

Prof. Dr. Harald Meier

Bonn-Rhein-Sieg University of Applied Sciences

Professor of Management Sciences

International Business, HR, Organisation and Intercultural Projects, Entrepreneurship, NGOs and Social Business

Stephanie Schmitz

Westphalian Wilhelms University of Münster

Student: University and Science Management (M.A.)

¹ The panel is presented in alphabetical order.

Dr. sc. agr. Nina Westerkamp

Product and Market Agribusiness Consulting
Senior Research Manager Agribusiness,
Product and Market Research, Budgeting

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on October 28, 29 and 30, 2024 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on January 31, 2025. The statement on the report was given up on February 12, 2025. It has been taken into account in the report at hand.

Summary

For Bachelor programmes

The Bachelor of Development Economics, Bachelor of Management, Bachelor of Accounting and Bachelor of Agribusiness offered by Universitas Sumatera Utara fulfils with one exception the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 12, 2025 and finishing on March 11, 2030 under condition. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: Study and exam regulations. They recommend the accreditation on condition of meeting the following requirement:

- **Condition** (see chapter 3.2): The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.

Proof of meeting this condition is to be submitted by December 11, 2025.

Furthermore, the quality requirements that have not been fulfilled –

- Internationality of student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),

– are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- coordinating and harmonising the further development of the qualification objectives to ensure equal quality and depth of the objectives and the level of all four study programmes (see chapter 1.1),
- re-structuring the courses into a comprehensive international strategy (see chapter 3.1),
- using potential for interdisciplinary thinking more effectively (see chapter 3.1),
- elaborating and updating the information in the syllabi and course descriptions (see chapter 3.2),
- checking the workload calculations of the individual courses in the curricula (see chapter 3.2),
- harmonising the qualification objectives throughout the documentation (see chapter 3.2),
- increasing the number of credits for the final thesis (see chapter 3.2),

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

- reflecting on the didactical structure and include more English-related elements (see chapter 3.3),
- updating the literature and ensuring a continuous updating process for all literature and course materials (see chapter 3.3),
- the faculties to interact more with each other and balance the concepts of inviting guest lecturers into the programmes (see chapter 3.3),
- developing the international contents and intercultural aspects with real intercultural relations and students from the outside (see chapter 3.4),
- setting up a system to attract international students (see chapter 3.4),
- further developing the internationality of faculty (see chapter 3.4),
- increasing the use of English language (see chapter 3.4),
- intensifying cooperation with regard to the content distribution among the courses in the form of a faculty conference (see chapter 4.1).

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

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

- Integration of theory and practice (see chapter 3.1),
- Ethical aspects (see chapter 3.1),
- Skills for employment (see chapter 3.6),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Career counselling and placement services (see chapter 4.5),
- Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.).

And for the **Bachelor of Management** additionally:

- Methods and scientific practice (see chapter 3.1).

And for the **Bachelor of Agribusiness** additionally:

- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3).

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 Universitas Sumatera Utara (hereinafter referred to as USU) was initially established in 1952 under the name North Sumatra University Foundation. In 1957, it was officially recognised as the seventh State University in Indonesia. Since 2012, USU has been designated as a Legal Entity State University.¹ USU is accredited as excellent by the National Accreditation Board for Higher Education (BAN-PT) since 2018.

USU strives to realize its vision “to become a university that has academic excellence as a barometer of scientific progress that is able to compete in the global world”.² Currently, USU is embracing the theme of internationalization to achieve this vision, aiming to make USU locally distinctive yet globally competitive. Hence, USU has adopted the tagline “Transformation towards the Ultimate” reflecting its commitment to self-evaluation and continuous improvement.³ Based on input from all stakeholders, USU developed TALENTA as its competitive advantage, which emphasizes the potential of the North Sumatra region and the University. TALENTA encompasses Tropical Science and Medicine, AgroIndustry, Local Wisdom, Energy (sustainable), Natural Resources (biodiversity, forest, marine, mine, tourism), Technology, and Arts (ethnic).

Universitas Sumatera Utara has two main campuses located in the provincial capital of North Sumatra. The main campus is strategically situated in the centre of Medan City, while the second campus, known as USU Kwala Bekala, is approximately 13km from the main campus. USU comprises 15 faculties, one vocational faculty, and one graduate school. It offers 14 diploma programmes, 51 undergraduate programmes, 68 postgraduate programmes, and 31 professional and specialist programmes. Currently around 42,500 students are enrolled in the study programmes of USU.⁴

USU has established collaborations with educational institutions worldwide, including regions in Asia, Europe, Australia, and America. Collaborations include partnerships with Chiba University of Commerce (Japan), Chulalongkorn University (Thailand), Nirwana Education Group (Malaysia), Thuyloi University Southern Campus (Vietnam), Universiti Teknologi Mara (Malaysia), Yonsei University (South Korea), University of Warsaw (Poland), Sieć Badawcza Łukasiewicz, Poznań Institute of Technology (Poland), University of Rhode Island (USA), James Cook University (Australia), National University of Singapore, and more.

In realizing its vision, USU embraces the following missions:

1. Conducting higher education based on autonomy, serving as a platform for the development of character and professionalism in human resources. It is grounded in empowerment with a spirit of democratizing education, acknowledging diversity, and emphasizing education oriented toward seeking alternative solutions to current problems based on scientific, moral, and conscientious considerations.
2. Producing graduates who are agents of change and modernization in society, possessing strong scholarly competence, relevance, and competitiveness, along with ethical wisdom.
3. Implementing, developing, and enhancing education, cultural research, and community service programs to improve academic quality by developing excellent knowledge for the betterment of society.

USU is ranked 18th nationally and 62nd on Asian level.⁵ The main competitors for USU are the Universiti Sains Malaysia (USM) and Universiti Kebangsaan Malaysia (UKM) which are geographically close. At the national level, USU's main competitors are universities that are also State Universities (PTNBH) such as Gadjah Mada University (UGM), University of Indonesia (UI), Padjadjaran University (UNPAD), Andalas University (UNAND).

The **Faculty of Economics and Business** (FEB) has experienced growth since its establishment and official recognition in 1961 through the Decree of the Minister of Higher Education of the Republic of Indonesia No. 64 of 1961. Initially named the Faculty of Economics, it transitioned to FEB in 2014. Currently, FEB houses ten study programmes, including four Bachelor programmes and six Master programmes. In the academic year 2023/2024, FEB USU has 4,052 active students.

FEB comprises four Bachelor programmes: Accounting, Development Economics, Entrepreneurship, and Management, along with three master's programmes: Master of Accounting, Master of Economics and Master of Management. Additionally, it offers three Doctoral programmes: Doctor of Accounting, Doctor of Economics and Doctor of Management.

In support of USU's aspirations, FEB has four main missions:

1. To serve as a platform for the development of character and professionalism in human resources through quality and integrated education. This is based on the empowerment of democratic values, an orientation towards solving current problems and the cultivation of superior and competitive competencies and skills.
2. To foster a culture of research and community service that is measurable and dynamic for the entire academic community. This effort aims to create benefits for positive changes in the lives of the wider community.
3. To enhance the quantity and quality of graduates prepared to be agents of change, bringing innovation to the wider community. Graduates are expected to have scholarly competence, strong competitiveness and exhibit ethical and knowledgeable behaviour.
4. To establish the Faculty of Economics and Business at the Universitas Sumatera Utara as a place for creativity and excellence, excelling in global competition.

The **Faculty of Agriculture** (FP) was established on November 16, 1956 and was officially recognised as a government faculty on August 25, 1958³. Since its inception, FP has experienced further development. It currently offers eleven study programmes, including six Bachelor programmes, four Master programmes and one Doctoral programme. The total number of students enrolled for the academic year 2023/2024 is 3,495.

Every year, FP admits around 900 new students and graduates approximately 800 students across four graduation periods. FP oversees six Bachelor study programmes: Agrotechnology (AGT), Agribusiness (AGB), Animal Husbandry (PTN), Food Technology (TP), Agricultural Engineering and Biosystem (TPB), and Water Resources Management (MSP). Additionally, it has four Master programmes: Agrotechnology (S2-AGT), Agribusiness (S2-AGB), Animal Science (S2-PTN), Food Science (S2-Food Science) and one Doctoral programme, Agricultural Science (S3-IP). Each study programme is led by a Programme Chair, assisted by a Programme Secretary. The Bachelor in Agribusiness is the second-largest programme in FP, with approximately 675 students in 2023.

³ through Ministerial Decree No. 8691/S

In support of USU's aspirations, FP has three main missions:

1. To provide high-quality agricultural education that produces graduates with BINTANG character and international recognition.
2. To conduct and develop innovative agricultural research in the field of TALENTA at the national and international levels.
3. To offer expertise and community service to support national food security in the agricultural sector.

Further development and statistical data

The **Bachelor Programme in Development Economics** was established concurrently with the founding of the Faculty of Economics at USU, according to the Minister of Higher Education and Science⁴. In its inaugural academic year, there was no specialisation, it was in the second year that the following specialisations were introduced: General Economics, Business Economics and Accounting. The General Economics specialisation laid the foundation for the Bachelor Programme in Development Economics. It was formalised through the Director General of Higher Education's Decree⁵ on July 11, 1996, transforming the General Economics specialisation into the Bachelor programme in Development Economics.

Table 1: Statistical data Bachelor in Development Economics

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023	8. Cohort 2024
# Study places offered by HEI		188	205	215	183	175	175	188	179
# Applicants	Σ	2697	3151	1935	1874	1981	2010	889	1.665
Application rate		14:1	15:1	9:1	10:1	11:1	11:1	5:1	9:1
# First-year student (accepted applicants)	Σ	166	174	179	171	174	160	172	168
	f	99	108	123	99	96	96	120	113
	m	67	66	56	72	78	64	52	55
Rate of male students		40,36 %	37,93 %	31,28%	42,11 %	44,83 %	40,00 %	30,23 %	32,74 %
Rate of female student		59,64 %	62,07 %	68,72%	57,89 %	55,17 %	60,00 %	69,77 %	67,26 %
# Foreign students	Σ	0	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0	0
Percentage of occupied study places		88,29 %	84,87 %	83,25%	93,44 %	99,43 %	91,43 %	91,49 %	93,85 %

⁴ Decree No. 64/1961 on November 24, 1961

⁵ Decree No. 208/DIKTI/Kep/1996

# Graduates	Σ	136	117	132	74	NA	NA	NA	NA
	f	83	79	99	51	NA	NA	NA	NA
	m	53	38	33	23	NA	NA	NA	NA
Success rate		81,92 %	67,24 %	73,74%	43,27 %	NA	NA	NA	NA
Dropout rate		18,08 %	9.19%	0,55%	0,00%	0.57%	0,00%	0,00%	0,00%
Still enrolled		0%	23,57 %	25,71%	56,73 %	NA	NA	NA	NA
Average duration of study		4 years 8 months	4 years 3 months	4 years 0 months	4 years 9 months	NA	NA	NA	NA
Average grade of final degree		3.35	3.43	3.58	3.69	NA	NA	NA	NA

The **Bachelor Programme in Management** at the Faculty of Economics was established on November 24, 1961, in Medan. The determination was made through the Minister of Higher Education and Science⁶ on November 24, 1961. In the second academic year, the departments were established, including Accounting, Business Economics and General Economics.

In 1996, the Business Economics department changed its name to Management. The official naming of Bachelor programmes was carried out through the Director General of Higher Education's Decree⁷ on July 11, 1996.

Table 2: Statistical data Bachelor in Management

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023	8. Cohort 2024
# Study places offered by HEI		221	301	295	276	250	250	259	252
# Applicants	Σ	6815	8119	4215	5497	6338	5736	3289	5772
Application rate		31:1	27:1	14:1	20:1	25:1	23:1	13:1	23:1
# First-year student (accepted applicants)	Σ	199	249	248	276	242	215	222	230
	f	113	162	163	164	151	126	145	144
	m	86	87	85	112	91	89	77	86
Rate of male students		43,22 %	34,94 %	34,27 %	40,58%	37,60 %	41,40 %	34,68 %	37,39 %
Rate of female student		56,78 %	65,06 %	65,73 %	59,42%	62,40 %	58,60 %	65,32 %	62,61 %
# Foreign students	Σ	0	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0	0

⁶ Decree No. 64/1961

⁷ Decree No. 208/DIKTI/KEP/96

Rate of foreign students		0	0	0	0	0	0	0	0
Percentage of occupied study places		90,05 %	82,72 %	84,07 %	100,00 %	96,80 %	86,00 %	85,71 %	91,27 %
# Graduates	Σ	175	180	185	173	NA	NA	NA	NA
	f	106	124	135	115	NA	NA	NA	NA
	m	69	56	50	58	NA	NA	NA	NA
Success rate		87,94 %	72,29 %	74,60 %	62,68%	NA	NA	NA	NA
Dropout rate		12,06 %	5,62%	2,82%	1,09%	1,24%	0,47%	2,17%	0%
Still enrolled		0%	22,09 %	22,58 %	36,23%	98,76 %	99,53 %	97,83 %	100%
Average duration of study		4 years 9 months	4 years 3 months	4 years 2 months	3 years 11 months	NA	NA	NA	NA
Average grade of final degree		3,38	3,48	3,61	3,66	NA	NA	NA	NA

The **Bachelor Programme in Accounting** was initially established as the Accounting Department, founded simultaneously with the Faculty of Economics at Universitas Sumatera Utara, as per the Minister of Higher Education and Science Decree⁸ on November 24, 1961.

Table 3: Statistical data Bachelor in Accounting

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study places offered by HEI		265	230	303	263	250	250	262
# Applicants	Σ	5673	6061	2990	3720	4278	3725	2220
Application rate		21:1	26:1	10:1	14:1	17:1	15:1	8:1
# First-year student (accepted applicants)	Σ							
	f	233	239	242	259	239	227	219
	m	194	168	158	161	169	166	156
		39	71	84	98	70	70	63
Rate of male students		16,74%	29,71%	34,71%	37,84%	29,29%	30,84%	28,77%
Rate of female student		83,26%	70,29%	65,29%	62,16%	70,71%	69,16%	71,23%
# Foreign students	Σ	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places		87,92%	82,39%	84,07%	100,00%	98,80%	85,20%	85,71%

⁸ Decree No. 64/1961

# Graduates	Σ	210	232	174	78	NA	NA	NA
Success rate		90,13%	97,07%%	71,90%	30,11%	NA	NA	NA
Dropout rate		1,68%	1,21%	0,00%	0	NA	NA	NA
Still enrolled		8,19%	1,72%	28,1%	69,89%	NA	NA	NA
Average duration of study		4 years 8 months	3 years 11 months	3 years 8 months	3 years 6 months	NA	NA	NA
Average grade of final degree		3,45	3,51	3,7	3,65	NA	NA	NA

The **Bachelor Programme in Agribusiness**, originally named the Department of Agricultural Socioeconomics, was established concurrently with the founding of the Faculty of Agriculture at USU on November 16, 1956, according to Ministerial Decree⁹. Following a change in nomenclature through the Director General of Higher Education's Decree¹⁰ in 2007, the Department of Agricultural Socioeconomics became the Bachelor Programme in Agribusiness.

Table 4: Statistical data Bachelor in Agribusiness

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023	8. Cohort 2024
# Study places offered by HEI		145	150	170	185	200	180	180	180
# Applicants	Σ	5687	6966	3288	3232	3469	2769	2345	2371
Application rate		2.55%	2.15%	5.17%	5.72%	5.77%	6.50%	7.68%	7.59%
# First-year student (accepted applicants)	Σ	142	148	167	182	195	179	170	177
	f	90	84	106	112	113	116	95	105
	m	52	64	61	70	82	63	75	72
Rate of male students		36.62%	43.24%	36.53%	38.46%	42.05%	35.20%	44.12%	40.21%
Rate of female student		63.38%	56.76%	63.47%	61.54%	57.95%	64.80%	55.88%	59.79%
# Foreign students	Σ	0	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0	0
Percentage of occupied study places		80%	80%	85%	92.5%	100%	90%	87.5%	90%
# Graduates	Σ	140	116	127	117	NA	NA	NA	NA

⁹ Decree No. 8691/S on August 25, 1958

¹⁰ Decree No. 163/DIKTI/KEP/2007

	f	89	71	88	79	NA	NA	NA	NA
	m	51	45	39	38	NA	NA	NA	NA
Success rate		98.59%	78.38%	76.05%	64.29%	NA	NA	NA	NA
Dropout rate		1.41%	0.00%	0.00%	0.00%	NA	NA	NA	NA
Still enrolled		0%	21,62%	23,95%	35,71%	NA	NA	NA	NA
Average duration of study		4.2	4.1	4.1	3.8	NA	NA	NA	NA
Average grade of final degree		3.47	3.55	3.50	3.59	NA	NA	NA	NA

Appraisal:

All four study programmes show high application rates that extend by far the number of study places available for each year. Not all study places are taken in each year showing the high standards of the study programmes. There are slightly more female than male students in all study programmes.

The average duration of study is in most years slightly higher than the regular time period of four years. The drop-out rate is relatively low.

There are no foreign students in any of the study programmes.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The Bachelor in Accounting, Economic Development and Management are Bachelor programmes within FEB. The Agribusiness programme is a Bachelor programme within FP. The Accounting, Economic Development and Management programmes confer a Bachelor of Economics (S.E.) degree, while the Agribusiness programme confers a Bachelor of Agriculture (S.P.) degree. The Learning Outcomes are formulated based on the Indonesian National Qualifications Framework (KKNI) at level 6, under the Indonesian Government Curriculum Regulation No. 8 of 2012.

Bachelor Programme in Development Economics

The level of the programme is Bachelor with expertise areas in development planning, research and banking. Graduates typically find employment in government, banking, finance, education and entrepreneurship. The hard skills possessed by students cover comprehensive economic knowledge from basic to advanced levels.

The educational objectives of the Bachelor Programme in Development Economics are to produce graduates who:

1. have the ability to master theoretical concepts in the field of economics in general so that they have the knowledge and methodology to solve problems in the economic field by analysing the causal factors through the application of science and technology;
2. have the ability to create and analyse planning documents, banking and Islamic economics analysis, natural resource economics and entrepreneurial activities;
3. possess professional ethics, honesty, responsibility, piety to God Almighty within the framework of diversity, innovation with integrity, resilience and wisdom (BINTANG);
4. have teamwork, leadership, communication and collaboration skills in making appropriate decisions in the field of economics.

The Intended Learning Outcomes (ILO) of the Bachelor Programme in Development Economics are as follows:

- Demonstrate noble behaviour, piety to God Almighty and honesty within the framework of diversity, innovation with integrity, resilience, wisdom and competitiveness.
- Apply economic knowledge in making the best alternative decisions in the broader community's life.
- Implement economic principles through the use of data and technology in determining economic and business strategies.
- Apply logical, critical, systematic and innovative thinking in analysing economic problems to support lifelong learning.
- Analyse and evaluate economic and business policies and apply research methods qualitatively or quantitatively.
- Apply analytical tools in formulating strategies and development planning at local and national levels.
- Prepare reports or recommendations according to the standards of scholarly writing.

- Use Indonesian and/or international languages effectively in both oral and written communication.
- Develop independence and resilience to foster a competitive spirit.
- Establish collaboration with stakeholders to address regional, national and international economic issues.

The Educational Objectives (EO) and ILO are used to support the vision of the programme, aiming to produce graduates who are excellent, competitive and innovative as per market needs in global competition by 2030. To face the rapidly changing landscape and demands of the global job market, the Bachelor Programme in Development Economics continuously reviews its curriculum with stakeholders, graduate users, programme associations and alumni to obtain input regarding the skills needed by programme graduates. The Bachelor Programme in Development Economics also conducts tracer studies to obtain input and feedback on EO and ILO from alumni and employers of graduates. Satisfaction surveys are also conducted among students, faculty and staff.

Bachelor Programme in Management

The Bachelor Programme in Management aims to produce graduates capable of meeting market needs in global competition. The programme endeavours to produce graduates who can assume leadership roles with integrity and an entrepreneurial spirit, provide advice in business management and participate in the ethical development of knowledge. The programme responds to the dynamics of the labour market and the discipline of management by periodically reviewing market needs based on stakeholder input.

The EO of the Bachelor Programme in Management are as follows:

1. Graduates can assume leadership roles with integrity and an entrepreneurial spirit in profit and non-profit organisations.
2. Graduates can provide advice in business management to enhance the company's value.
3. Graduates can participate in the ethical development of knowledge.
4. Graduates are expected to have skills such as the ability to formulate business plans, solve problems, conduct research, work in teams and have the enthusiasm to continually develop themselves.

According to the ILO of the Bachelor Programme in Management the graduates can:

1. effectively apply management theories, reflecting the values of BINTANG;
2. communicate effectively in various business environments;
3. quickly leverage information technology in the context of management and business;
4. apply management concepts in the rapidly changing business world to succeed at national and international levels;
5. solve business problems accurately;
6. design comprehensive business plans; and.
7. conduct research well and ethically.

Bachelor Programme in Accounting

The Bachelor Programme in Accounting aims to produce graduates with the ability to understand and apply accounting principles critically, analytically and systematically. The programme emphasises a balanced combination of theoretical analysis and practical

applications, incorporating quantitative skills to analyse theories empirically. Additionally, it strives to instil good moral and ethical values in its graduates.

The Bachelor Programme in Accounting reviews the curriculum based on feedback from faculty members, formal discussions with alumni and employers of graduates. This review aims to revise certain courses considered less relevant to the job market and the era of Industry 4.0.

The EO of the Bachelor Programme in Accounting are to produce graduates who can:

1. Apply accounting principles and procedures through the use of technology.
2. Excel in analytical skills, utilise advanced technology and advanced skills in specific areas such as Financial Accounting, Managerial Accounting, Auditing, Public Sector and Information Systems, addressing contemporary global issues.
3. Implement professional ethics, integrity, honesty and responsibility in line with the University values (BINTANG).
4. Pursue further education and/or expertise certification to support a career in accounting and related fields based on TALENTA BINTANG.

The LO of the Accounting Bachelor Programme include:

1. Mastery of principles, techniques and technologies of accounting in preparing financial and non-financial reports for various entities.
2. Ability to compile, analyse and interpret financial and non-financial reports based on technology and in accordance with applicable standards and codes of ethics to support organisational decision-making.
3. Upholding professional and social ethics, collaborating with technology and the social environment in performing tasks based on the BINTANG value system.
4. Application of logical and critical thinking, a sense of responsibility, innovation, and communication in the context of implementing knowledge and technology while considering and applying humanities values in their field of expertise.
5. Adaptation to the development of contemporary global issues in Financial Accounting, Managerial Accounting, Auditing, Public Sector and Information Systems.

Bachelor Programme in Agribusiness

The Bachelor Programme in Agribusiness formulates ILO in line with the programme's objectives, strategies, vision and mission, which align with the Faculty's and University's Vision and Mission outlined in the Statute of the USU. The programme aims to produce excellent resources with creativity and competitiveness in managing and developing agribusiness in the field of agriculture, especially in plantations. The formulation of ILO is continuously reviewed, adapting to the advancements in science and the needs of stakeholders. The expected competencies from agribusiness graduates include quantitative skills to analyse economic and business theories in the empirical application of agricultural agribusiness. Students are encouraged to have communication skills, leadership, collaboration and social adaptation abilities both in the workplace and the community. The educational implementation in the Bachelor Programme in Agribusiness integrates theoretical analysis and practical application in a balanced manner.

The EO of the Agribusiness Programme are to produce graduates with:

1. The ability to plan, manage and develop innovative and sustainable agribusiness enterprises.

2. The ability to analyse data and information comprehensively by integrating multidisciplinary scientific knowledge: economics, management, agriculture and social aspects in effective and efficient agribusiness decision-making.
3. The ability to identify problems, analyse the internal and external environment in the agribusiness system and think critically and creatively in solving agribusiness issues using scientific methods.
4. The ability to design and communicate the development of agribusiness enterprises and agricultural development policies for the development of sustainable and competitive agribusiness systems.
5. Social leadership skills, self-development and collaboration in the development of agribusiness enterprises and community development with an ethical perspective based on Pancasila.

The achievements of the Agribusiness Programme's EO can be attained through the following ILOs:

1. Students can apply entrepreneurial, managerial, creative, leadership, social sensitivity, adaptive and resilient concepts to address social and economic challenges at local, national and global levels to plan, manage and develop innovative and sustainable agribusiness ventures.
2. Students can apply decision-making processes at various company levels by considering leadership characteristics, institutional structures and agribusiness systems, applying economic and managerial theories for efficient operations and enhancing agricultural company success.
3. Students can apply data literacy, information systems and information technology skills to comprehensively analyse market potentials, initiate resource planning and manage agribusiness along with its risks based on an integrated and sustainable agribusiness system.
4. Students can think critically in planning, making effective decisions to solve problems and developing businesses in the agribusiness field by applying contemporary quantitative and qualitative methods.
5. Students can formulate questions, investigate current knowledge gaps, develop good research designs, study current research methods and perspectives, experiment with new approaches to scientific inquiry and integrate scientific knowledge.
6. Students can analyse complex systems by integrating social, environmental and economic perspectives holistically with expertise in agriculture, management, agricultural economics, social, financial, marketing and communication to develop a sustainable and competitive agribusiness system.
7. Students can collaborate and communicate effectively to present various ideas, agribusiness development designs and community development.
8. Students can internalise the values of God Almighty, nationalism, love for the homeland and a sense of responsibility to the country and nation in improving the quality of community life, national identity and the progress of civilization.
9. Students have lifelong learning abilities by developing critical and reflective orientations toward the global system (nature, environment, social, cultural, economic and political) and cultural differences (race, indigenous, gender, class, sexuality, language and disability) in seeking understanding of thinking processes while respecting different opinions and beliefs as a method of solving agribusiness problems in society.

To support the Agribusiness Programme's vision of becoming an excellent higher education institution in agriculture for the development of science, technology and human resources with core competencies in globally competitive agribusiness, the programme regularly reviews its EO and ILOs. The programme conducts regular discussions and workshops involving stakeholders such as the Ministry of Education and Culture, professional agribusiness organisations (PERHEPI and AAI), faculty members, alumni, practitioners in the agribusiness field and users of graduates to gather feedback on market needs and the skills of agribusiness graduates. The Agribusiness Programme also conducts tracer studies and surveys of graduates to obtain feedback from alumni.

Appraisal:

The qualification objectives of the **four study 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.

However, the panel noticed that there are differences among the programmes regarding the depth of the qualification objectives. The objectives for the Bachelor Programme in Agribusiness are more detailed and explicit regarding the aspired qualifications of graduates. Although there are two different faculties involved, the panel **recommends** coordinating and harmonising the further development of the qualification objectives to ensure equal quality and depth of the objectives and the level of all four study programmes.

	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)

Bachelor Programme in Development Economics

The Bachelor Programme in Development Economics designs various internationally oriented activities in terms of curriculum, teaching staff and students to produce graduates who can compete on the international market. In Indonesia, the legal basis for organising international activities is governed by Law Number 12 of 2012 Article 50¹¹. USU compiles various guidelines and manuals for internationalisation activities for the study programmes, teaching staff and students.

The internationalisation activities conducted by the Bachelor Programme in Development Economics aim to shape graduates who are ready to enter the international job market. These activities include guest lectures, international community service activities and international

¹¹ This internationalisation is also outlined in the Decree of the Minister of Education and Culture Number 3/P/2021.

student exchange programmes. The programme designs various internationalisation activities such as international classes, teaching materials, case studies, reference books, journal articles that collaborate with foreign affiliate professors, international journals and a website managed by the study programme.

Bachelor Programme in Management

Bachelor Programme in Management envisions becoming a leading undergraduate Bachelor Programme in Management known for its excellence and ability to meet the needs of the market and global competition. The curriculum is designed to provide internationally oriented courses such as International Business, International Financial Management, Internationalisation I and Internationalisation II. The international orientation is also manifested in teaching materials designed considering global competencies and universal ethical standards, such as International Issues in Management Accounting, International Ethics and International Marketing. Professors also encourage students to use international textbooks and journals in their learning. The library provides international textbooks and subscribes to international journals to support learning.

The Bachelor Programme in Management hold seminars and public lectures on the development and prospects of the macro economy and Indonesian education post-Covid-19 with The World Bank in September 2023. They also organised a seminar and public lecture on the prospects and challenges of the Indonesian economy in 2023 with the International Monetary Fund (IMF) in February 2023. The Summer Course Programme in 2022 and 2023 involved Guest Lecturers and students from several countries, including professors from Malaysia, Qatar, India, the United Arab Emirates, Riyadh, Poland and Pakistan. The participating students came from India, Pakistan, Malaysia, Myanmar, Türkiye, Thailand, North Korea, Madagascar, Sierra Leone, Nigeria, Yemen, Egypt, Afghanistan, Palestine and Bangladesh.

The Bachelor Programme in Management has also signed an Implementation Arrangement with Thuyloy University (Vietnam) and a Letter of Intent with Universiti Malaysia Sabah (Malaysia) in 2023. The introduction of the study programme and the 2024 Summer Course Programme has been conducted in front of the academic community at Thuyloy University. A memorandum of understanding with Charotar University of Science and Technology (India) in 2023 has resulted in a jointly signed implementation.

The Bachelor Programme in Management also initiated an international internship programme for students. Students are encouraged to participate in international student exchange programmes both at ministry and University level. The faculty also supports this by organising English language courses for students. The teaching staff of the Bachelor Programme in Management collaborates on international research and international community service. The Staff Mobility Programme from USU is also utilised by professors in the Bachelor Programme in Management to go abroad for teaching and research activities.

Bachelor Programme in Accounting

The Bachelor Programme in Accounting has developed its curriculum based on international education standards (IES). This development is crucial for students' employability in international jobs. The educational background and international professional experience of the members of the Bachelor Programme in Accounting help prospective graduates gain international insights and multicultural perspectives.

To enhance students' competencies for global competition on the job market and improve the faculty's competencies, several programmes have been implemented, such as joint research and international community service involving students, guest lectures, summer courses, national seminars, international seminars and the ProAksi talk series. The Accounting faculty members have also published various articles in reputable journals collaborating with academics from abroad. These articles serve as references in the teaching process.

Bachelor Programme in Agribusiness

The Bachelor Programme in Agribusiness aims to offer an internationally oriented programme to produce students ready to work and compete on the global labour market. These programmes are supported by USU's measures for internationality, such as the availability of internationalisation activity guidelines and University service units that encourage the implementation of internationalisation activities.

These international activities include the development of international course groups outlined in the study programme's curriculum. This involves the use of English as the language of instruction, teaching materials, reference books and journals in English in the learning and teaching activities. The study programme conducts summer courses in collaboration with international NGOs and partners with foreign universities. The study programme leverages the IMT-GT network by partnering with universities in Malaysia and Thailand for academic, educational and community service activities. The study programme also collaborates with international organisations, foreign universities, global-scale companies and multinational corporations to implement industrial internship programmes and research and community service collaborations. Faculty members are encouraged to participate in seminars and international publications to enhance insights and collaboration networks at international level.

The Bachelor Programme in Agribusiness has initiated international student exchange programmes by developing international classes for eight courses taught entirely in English. These international classes are expected to attract international students to study for at least one semester in the Bachelor Programme in Agribusiness. The study programme initiates international internship programmes for USU students by encouraging them to participate in international student exchange programmes at both the ministry and University level. Coaching activities for international student exchange involve student organisations and University programmes to develop students' English language proficiency.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. However, the University sets quite ambitious goals for all four study programmes, the implementation is still in progress (see chapter 3.4).

	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

The **Bachelor Programme in Development Economics** has been involved in the national, regional and local development planning processes, e.g., by the faculty members invited as speakers or engaged as experts in these initiatives. It has received an "A" accreditation from BAN-PT and consistently excelled in evaluations by the Independent AccLAMEMBA, receiving certification for three consecutive times.¹² The demand for the study programme exceeds the available capacity each academic year, based on statistical data. Students choose this programme due to their high interest in economic sciences, even if they come from various high school majors, as indicated by survey results.

The **Bachelor Programme in Management** has received excellent accreditation from Independent Accreditation Body for Economics, Management, Business and Accounting (*Lembaga Akreditasi Mandiri Ekonomi, Manajemen, Bisnis, dan Akuntansi/LAMEMBA*) since 2021. According to the SCImago Institutions Ranking (SIR) in 2023, which assesses research performance, innovation output and social impact measured by website visibility, the Bachelor Programme in Management is ranked 8th.¹³ Statistical data also indicates that the number of applicants in recent years has far exceeded the offered admission quotas. The programme is a member of the Indonesian Business and Management Study Programme Association (*Aliansi Programme Studi dan Manajemen Indonesia/APSMBI*) and holds leadership positions in regional divisions, such as Sumatra.

The **Bachelor Programme in Accounting** has been actively involved in the design of accounting systems, both in the private and public sectors. Numerous faculty members from the Bachelor Programme in Accounting have participated as speakers or experts. The Programme has obtained an "A" (highest) accreditation from BAN-PT and "UNGGUL" (EXCELLENT) recognition from LAMEMBA.¹⁴ Additionally, the programme has witnessed a significant number of applicants exceeding the annual admission capacity in recent years.

The **Bachelor Programme in Agribusiness** is currently accredited as "BAIK SEKALI" (GREAT) by BAN-PT. The programme offers learning experiences that produce graduates with quantitative competencies to empirically analyse economic and business theories in the agribusiness field. The programme's advantage lies in the study of case commodities, particularly plantation commodities, which are the leading agricultural commodities in the Sumatra region. The Bachelor Programme in Agribusiness is supported by a diverse and competent teaching staff from various fields of expertise with practical industry expertise. Lecturers are involved as government experts and invited speakers in various seminars, both nationally and internationally. On average, the ratio between the number accepted and the number of applicants is 1:10, meaning that for every ten applicants, only one is accepted as a student. The Bachelor Programme in Agribusiness is quite popular among high school students in North Sumatra due to the significant development of companies in the agricultural and plantation industries in the region.

¹² see: self-evaluation report p.17

¹³ see: self-evaluation report p.19

¹⁴ see: self-evaluation report p.21

Positioning of the study programme on the job market for graduates

The **Bachelor Programme in Development Economics** regularly seeks input from graduates' employers to enhance the quality of its graduates through meetings and satisfaction surveys. Based on the feedback received during these interactions, the programme identifies both hard and soft skills that are lacking in graduates but needed in the workforce. This information serves as the basis for curriculum reviews. Furthermore, the programme gathers feedback on the alignment between EO and ILO developed by the study programme.

In the **Bachelor Programme in Management**, an annual analysis of the employment prospects for programme graduates is conducted through tracer studies. The results from these surveys consistently show that, on average, graduates hold significant positions in their workplaces. The programme is committed to preparing students for advanced degrees, equipping them with basic research skills to enhance their knowledge in management, also preparing them to become lecturers in various universities. Graduates who become entrepreneurs have demonstrated success in their respective businesses.

In terms of the job market, in alignment with the vision of the **Bachelor Programme in Accounting**, which aims to produce professional accountants and entrepreneurial accountants who are excellent, reliable, and actively keep pace with the developments in science and business practices in ASEAN. Graduates find it easy to secure jobs relevant to their expertise, with a shorter study period and an increasing Cumulative Grade Point Average (CGPA) of students, making many prefer the Bachelor of Accounting Programme at USU over other universities.

Curriculum deconstruction is based on the outcomes of Focus Group Discussions (FGD) and surveys conducted among alumni and users of graduates. The process involves survey creation, instrument development, facilitation, result tabulation, synchronization (deepening), and presentation to the curriculum development team.

Graduates have pursued various professions in the workforce, including:

1. **Management Accountant:** Involved in financial decision-making within companies related to areas such as investments, portfolios, and risks. Given that North Sumatra, with Medan as its third-largest capital city in Indonesia, is one of the busiest regions with numerous companies, graduates capable of making financial decisions are in demand.
2. **Public Sector Accountant:** With 33 regencies and cities in North Sumatra and the possibility of further regional expansion, USU is one of the state universities in Medan that collaborates with local governments in the region. Graduates often work in the government sector, both within and outside North Sumatra.
3. **Tax Accountant:** Many graduates work in the Directorate General of Taxes, holding middle to top management positions.
4. **Auditor:** Graduates often become partners or managing partners in renowned Public Accountant Firms (*Kantor Akuntan Publik* - KAP) in Indonesia.
5. **Plantation Accountant:** North Sumatra boasts extensive plantation land, particularly for palm oil plantations. This sector presents significant potential for development and graduates are employed in plantation-related roles.

The **Bachelor Programme in Agribusiness** seeks input from the users of graduates to improve the quality of the programme's graduates through meetings and satisfaction surveys.

The survey results provide input regarding the hard and soft skills needed by Bachelor Programme in Agribusiness graduates to compete in the job market. Feedback from user graduates also serves as input to assess the alignment between the EO and ILO outlined by the programme.

In terms of job clustering, future emerging job clusters expected to develop include Marketing, Sales, Cloud Computing, Data and Artificial Intelligence, Engineering, Content and Product Development. Based on these trends, the combination of future emerging specialist skills needed includes specialisation in Agricultural Product Marketing, Digital Marketing, Agricultural Business Management, Advertising, Agricultural Management Consulting, Agripreneurship and Agricultural Information Management.

When associated with future emerging jobs, the matching profile for Innovation Professionals is the Facilitator/Advisor and for Sales and Marketing Professionals, the matching profile is Entrepreneur/Business Owner. Regarding future specialist skills, Agricultural Product Marketing, Digital Marketing and Agripreneurship support the Entrepreneur/Business Owner profile; Agricultural Management Consulting skills support the Agricultural Business Consultant profile and Agricultural Business Management supports the Agricultural Business Manager profile.

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

The profile of graduates from the **Bachelor Programme in Development Economics** aligns with the faculty's mission and the University's mission, as outlined in the USU Strategic Plan for the 2020-2024 period. This supports the University's vision of being competitive on the global stage.

Table 5: The interconnection between educational objectives and mission in Development Economics

Educational Objectives	Faculty Mission	University Mission
Graduates have the ability to apply science and technology in solving economic problems.	To be a platform for the development of character and professionalism of human resources through quality and integrated education processes, based on the empowerment of the spirit of democracy with an orientation towards solving current problems, as well as possessing superior and competitive competencies and skills.	Conducting higher education based on autonomy that serves as a platform for the development of character and professionalism of human resources, grounded in empowerment that embodies the spirit of democratisation of education, recognising diversity with an educational orientation that emphasises the exploration of alternative solutions to current issues based on scholarly, moral, and conscientious considerations.
Graduates possess the capability to transfer understanding and analyse current economic phenomena.	To establish the Faculty of Economics and Business at the USU as a place for creativity and excellence in global competition.	

Graduates exhibit professional ethics, honesty, responsibility, devotion to the Almighty in the context of diversity, innovative integrity, resilience, and wisdom (BINTANG).	To increase the quantity and quality of graduates ready to be agents of change, bringing renewal to the broader community with scholarly competence, strong competitiveness and ethical behaviour.	Producing graduates who are agents of change, serving as forces of modernization in the broader community, possessing scholarly competence, strong relevance, competitiveness, and behaving with ethical wisdom.
Graduates demonstrate skills in teamwork, leadership, communication, and collaboration for making accurate decisions in the field of economics.	To foster a culture of research and community service that is measurable and dynamic throughout the academic community as an effort to create benefits for positive changes in the lives of the broader community.	Implementing, developing, and enhancing education, research culture, and community service programmes to improve academic quality by advancing outstanding knowledge, contributing to positive changes in the lives of the broader community.

Table 6: The interconnection between educational objectives and mission in Management

Educational Objectives	Faculty Mission	University Mission
Graduates are capable of undertaking leadership roles, demonstrating integrity, and entrepreneurial spirit in both for-profit and non-profit organisations.	Becoming a platform for the development of character and professionalism of human resources through quality and integrated education processes, based on the empowerment of democratic spirit with an orientation towards solving current problems, and possessing excellent and competitive competencies and skills.	Conducting higher education based on autonomy that serves as a platform for the development of character and professionalism of human resources, grounded in empowerment that embodies the spirit of democratization of education, recognizing diversity with an educational orientation that emphasizes the exploration of alternative solutions to current issues based on scholarly, moral, and conscientious considerations.
Graduates can provide advice on business management to enhance the company's value.	Building the Faculty of Economics and Business at the USU as a place for collaboration, achievement, and excellence in the global competition.	

Graduates can ethically contribute to the development of knowledge.	Increasing the quantity and quality of graduates who are ready to be agents of change, bringing renewal to the lives of the wider community with scholarly competence, strong competitiveness, and behaving wisely and ethically.	Producing graduates who are agents of change, serving as forces of modernization in the broader community, possessing scholarly competence, strong relevance, competitiveness, and behaving with ethical wisdom.
	Establishing a culture of research and community service that is measurable and dynamic for the entire academic community as an effort to create benefits for the broader community and improve their lives.	Implementing, developing, and enhancing education, research culture, and community service programmes to improve academic quality by advancing outstanding knowledge, contributing to positive changes in the lives of the broader community.

Regarding the University's positioning, the profile of graduates from the **Bachelor Programme in Accounting** aligns with the faculty and University missions, referencing the strategic plan of USU for the 2020-2024 period, supporting the University's vision of competing on a global scale.

Table 7: The interconnection between educational objectives and mission in Accounting

Educational Objectives	Faculty Mission	University Mission
Graduates have the ability to apply accounting principles and procedures through the utilization of technology.	Being a platform for the development of character and professionalism of human resources through quality and integrated education, based on the empowerment of the spirit of democracy with an orientation towards solving current issues, and possessing excellent and competitive competencies and skills.	Conducting higher education based on autonomy that serves as a platform for the development of character and professionalism of human resources, grounded in empowerment that embodies the spirit of democratization of education, recognizing diversity with an educational orientation that emphasizes the exploration of alternative solutions to current issues based on scholarly, moral, and conscientious considerations.
Excel in analytics and utilize advanced technology, progressing skills in specific areas such as Financial Accounting, Managerial Accounting, Audit, Public Sector Accounting, and Information Systems,	Building the Faculty of Economics and Business at the USU as a place for creativity and excellence, excelling in the global competition.	

addressing contemporary and global issues.		
Implement professional ethics, integrity, honesty, and responsibility in accordance with the University's core values (BINTANG).	Increasing the quantity and quality of graduates who are ready to be agents of change, bringing renewal to the lives of the wider community with scholarly competence, strong competitiveness and behaving wisely and ethically.	Producing graduates who are agents of change, serving as forces of modernization in the broader community, possessing scholarly competence, strong relevance, competitiveness, and behaving with ethical wisdom.
Implement professional ethics, integrity, honesty, and responsibility in accordance with the university's core values (BINTANG).	Building a culture of research and community service that is measurable and dynamic for the entire academic community as an effort to create benefits for the broader community for a better life.	Implementing, developing, and enhancing education, research culture, and community service programmes to improve academic quality by advancing outstanding knowledge, contributing to positive changes in the lives of the broader community.

The profile of graduates from the **Bachelor Programme in Agribusiness** aligns with the mission of the faculty and the University, referring to the strategic plan of USU for the 2020-2024 period. This supports the University's vision of being competitive at global level.

Table 8: The interconnection between educational objectives and mission in Agribusiness

Educational Objectives	Faculty Mission	University Mission
The ability to plan, manage, and develop innovative and sustainable agribusiness ventures.	Conducting outstanding higher education in agriculture that produces graduates with BINTANG (Brilliant, Ethical, Innovative, Nobel, and Accountable) characteristics and gains international recognition.	Conducting higher education based on autonomy that serves as a platform for the development of character and professionalism of human resources, grounded in empowerment that embodies the spirit of democratization of education, recognising diversity with an educational orientation that emphasises the exploration of alternative solutions to current issues based on scholarly, moral
The capability to comprehensively analyse data and information by integrating multidisciplinary scientific knowledge in economics, management, agriculture and social aspects for effective and efficient agribusiness decision-making.		

		and conscientious considerations.
The skill to identify problems, analyse the internal and external environment in the agribusiness system, and think critically and creatively to solve agribusiness issues using scientific methods.	Implementing and developing innovative applied agricultural research in the TALENTA (Technology, Agriculture, Livestock, and Fisheries) field at both national and international levels.	
The capacity to design and communicate the development of agribusiness ventures and agricultural development policies for the enhancement of sustainable and competitive agribusiness systems.	Providing expertise services in the field of agriculture, especially in plantations, to support national food security in the agricultural sectors of food crops, livestock, and fisheries.	Producing graduates who are agents of change, serving as forces of modernisation in the broader community, possessing scholarly competence, strong relevance, competitiveness, and behaving with ethical wisdom.
Social leadership skills, self-development, and collaboration in agribusiness development and community development with an ethical perspective based on Pancasila.		

Appraisal:

The reasons given for the positioning in the educational market of these study programmes are plausible. The study programmes have a long history. USU is an autonomous University in the region with a good standing. The University carries out a lot of evaluation (including stakeholder analysis), but the courses are still very traditional. The panel suggests reflecting on the positioning with regard to the internationalisation that the University and its programmes are planning.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. With regard to the **Bachelor of Agribusiness**, USU has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

Moreover, the study programmes are 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. In case of the **Bachelor of Agribusiness**, the study programme's qualification goals constitute the core of the HEI's or faculty's strategy and are sustainably implemented.

		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")		BAg	BA, BM, BDE		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		BAg	BA, BM, BDE		

2. Admission

Universitas Sumatera Utara (USU) is a public higher education institution in Indonesia. It follows national standards and regulations for undergraduate admissions. The University implements three admission schemes, consisting of two nationally implemented schemes, one regionally applied scheme and one special scheme for international students (KNB).

I. SNBP¹⁵

SNBP (*Seleksi Nasional Berbasis Prestasi*) translates to National Achievement-Based Selection. It is the first wave of undergraduate admissions. SNBP is a student admission scheme that involves a portfolio analysis managed directly by the Technical Implementation Unit (UPT) of the Education Testing and Management Centre (BP3). In the SNBP pathway, prospective students are encouraged to possess holistic and interdisciplinary competencies. Participant requirements are based on the Regulation of the Minister of Education, Culture, Research, and Technology Number 48 of 2022 regarding the Admission of New Students to Diploma and Undergraduate Programmes at State Universities. The selection process considers the suitability of applicants based on the performance reports of the last five semesters in high school, their portfolio and the accreditation of the high school they come from.

II. SNBT¹⁶

SNBT (*Seleksi Nasional Berbasis Tes*) translates to National Test-Based Selection. It is the second wave of undergraduate admissions. SNBT is managed by the Education Testing and Management Centre (BP3) in collaboration with state universities (PTN). In the SNBT pathway, state universities utilise a nationally standardised written exam pattern. The SNBT exam is carried out on a computer basis. The exam material consists of the Scholastic Potential Test (TPS), Mathematical Reasoning, literacy in Indonesian and literacy in English.

III. SMM¹⁷

SMM USU (*Seleksi Mahasiswa Mandiri USU*) translates to Independent Student Selection at the Universitas Sumatera Utara (USU). It is the third wave of undergraduate admissions organised independently by USU. This selection process is conducted to support the quota for new student admissions after the SNBT and SNBP pathways. It is specifically intended for recent high school graduates or equivalent, enabling them to pursue undergraduate programmes at USU. The exam material consists of the Scholastic Potential Test (TPS), Mathematical Reasoning, literacy in Indonesian and literacy in English.

IV. SBPU TALENTA¹⁸

SBPU Talenta USU (Talent-Based Outstanding Achievement Selection at the Universitas Sumatera Utara) is an undergraduate admission programme established regionally by the Universitas Sumatera Utara. SBPU Talenta USU is a screening programme for prospective USU students who demonstrate excellence in academic and non-academic fields or possess special talents recognised at national or international level. The aim is to identify high-achieving students with distinctive characters and accomplishments in their areas of interest and talent.

¹⁵ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025

¹⁶ <https://snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025

¹⁷ <https://penerimaan.usu.ac.id/smm/>, last accessed January 17, 2025

¹⁸ <https://penerimaan.usu.ac.id/sbpu/>, last accessed January 17, 2025

According to the Universitas Sumatera Utara (USU) Rector's Regulation No. 5 of 2022 on the Admission of New Students through the Talent-Based Outstanding Achievement Selection (SBPU TALENTA) USU pathway, the results are officially approved through the Rector's Decree and organised by the University-level committee. Assessment is determined based on portfolio. Apart from that, interviews and competency tests were also carried out by the Selection Team from USU.

V. SMMPTN Barat¹⁹

SMMPTN Barat is a self-admission pathway to enter state universities (PTN) in the western region of Indonesia. The Universitas Sumatera Utara (USU), along with 24 other state universities in the Western Region of Indonesia, organises SMMPTN Barat with the aim of allowing prospective students to participate in independent admissions selection. This provides an opportunity for them to choose from 25 participating campuses. These regulations are based on the Decision of the Rector of the Universitas Sumatera Utara Number 368 of 2023 and are in accordance with national regulations.

The exam material includes the following components:

1. Scholastic Potential Test (TPS):

This measures cognitive abilities deemed essential for success in formal education, particularly in Higher Education. The areas assessed in the TPS include:

- General reasoning ability;
- Quantitative ability, encompassing knowledge and mastery of basic mathematics;
- General knowledge and understanding;
- Reading comprehension and writing skills.

2. Mathematical Reasoning:

This evaluates the ability to think critically using mathematical concepts, procedures, facts and tools to solve problems. The problems presented cover various contexts relevant to individuals as both Indonesian citizens and global citizens.

3. Literacy in Indonesian and English:

This assesses the ability to understand, use, evaluate and reflect on a variety of texts. It aims to develop individual capacities as Indonesian and global citizens, enabling productive contributions to society.

The capacity for each faculty or study programme is determined through a request letter signed by the Vice Rector I, considering faculty-to-student ratios and available teaching facilities. The approved capacities are finalised and published in a Rector's Decree.

Counselling for prospective students

Universitas Sumatera Utara offers both online and offline help desks to assist prospective students with admissions, registration and general inquiries. Students can access information through the University's website or directly contact the help desk. The University's address is Jl. Dr. T. Mansur No. 9, Kampus Padang Bulan, Medan, 20155, North Sumatera, with working hours Monday-Thursday (08:00-16:00 WIB) and Friday (08:00-16:30 WIB). For international students, an information centre is available at iao@usu.ac.id or by phone (+62) 618219768. For local inquiries, prospective students can reach the registration helpdesk at:

¹⁹ <https://penerimaan.usu.ac.id/smmb/>, last accessed January 17, 2025

- Email: info@usu.ac.id
- Website: USU's admission site
- Instagram: [official.usu](https://www.instagram.com/official.usu)

The Integrated Service Unit (ULT) at the Central Administration Bureau also provides in-person assistance during business hours. For 24-hour service, prospective students can visit the FAQ section at USU FAQ²⁰ or contact the University's social media, where staff will forward messages to the central admission office.

Additionally, the University has multiple collaborations, formalised through Memoranda of Understanding (MoU), Memoranda of Agreement (MoA), and Institutional Agreements (IA). High school visits to the programmes are regularly organised to provide prospective students with the necessary information.

Selection procedure

Universitas Sumatera Utara (USU), as a state University, follows admission regulations set by the Ministry of Education. Admissions are conducted through the SNBP and SNBT processes, which are regulated by the Higher Education Entrance Test Institute (LTMP). Additionally, USU holds independent and regional selection processes to meet capacity targets and ensure that study programmes attract high-quality candidates.

- **SNBP Admission:** The SNBP process is based on student and school indexes. To maintain transparency, schools participate in evaluating these indexes. Schools rank students based on their academic performance, such as grades in school subjects and student portfolios. The school index evaluates the institution's overall performance, including achievements in academic and non-academic competitions, school accreditation and education management. As SNBP involves both students and schools in the process, the final results are determined by the combined performance portfolio of the students and the schools. The official SNBP committee website serves as the primary platform for schools and prospective students to monitor the admissions process.
- **SBPU TALENTA USU:** This regional selection process, conducted by Universitas Sumatera Utara, evaluates candidates based on achievement certificates and student portfolios.
- **SNBT, West PTN SMM and SMM Admission:** For the SNBT, West PTN SMM and SMM pathways, candidates must complete a computer-based exam. The SNBT process is facilitated by the Educational Testing Management Centre (BP3) and held at universities appointed by the SBMPTN committee or locations near the candidate's residence. Since the test is computer-based and supervised, results are directly linked to the candidate's exam performance.
The West PTN SMM and SMM processes are conducted independently by universities, including USU, and follow a similar computer-based format. These tests are managed autonomously, with eligibility criteria specified on USU's official admissions website.

²⁰ <https://www.usu.ac.id/en/frequently-asked-questions>, last accessed January 17, 2025

USU's admissions are conducted entirely online via the University's website. Registration closes once the deadline has passed and no late registrations are accepted. Exam location and schedules are communicated through participant cards, which candidates print before the test. For the SBPU TALENTA pathway, an additional interview test is required. Once the selection processes are completed, national admission results are announced through each participant's SPMB account. SMM results are published on the website²¹, and participants can follow the instructions provided to check their results.

The Universitas Sumatera Utara (USU) International Affairs Office (IAO) provides services to assist international students and academic staff in arranging immigration documents. These include Study Permits, Student Visas, Working Visas for Academic Staff and Stay Permits. Each international student is required to enter Indonesia with a Student Visa. The IAO facilitates the visa processing for all international students. Once the Study Permit and Visa processes are completed, students must obtain an approval letter – commonly referred to as a telex visa – from the Directorate General of Immigration in Jakarta. This approval letter is required to obtain the Limited Stay Permit. The Directorate General of Immigration sends the telex visa approval to the Indonesian Embassy in the student's home country, enabling the student to obtain a visa sticker (Visa C) at the embassy.

Ensuring foreign language proficiency

Foreign language proficiency at undergraduate level does not require participants to submit documents such as foreign language proficiency certificates. However, in all national entrance exam pathways to state universities, English is consistently included as one of the subjects in the examination.

Once participants are accepted and commence their education at Universitas Sumatera Utara, they will be provided with opportunities to develop their foreign language proficiency. Basic English language courses are included in the early semesters of the study programmes. Mandatory University English courses are widely offered and are frequently taken by students from various study programmes. These include TOEFL preparation, IELTS preparation, and English for Office and Banking. Furthermore, several programmes at USU offer international classes.

USU also operates a Language Centre that provides language-related facilities, including courses, training, translation services and other language-related services. Through the foreign language courses provided, it is expected that participants will achieve the specified foreign language proficiency standards by the end of their study period.

Transparency and documentation of admission procedure and decision

New Student Admission Procedures (PMB) are stated in the Rector's Regulations and Standard Operational Procedures for each New Student Admission Route. Participants can obtain information regarding admission requirements through the websites²². Other than through the provided website, participants can also obtain information through the following help desk:

1. Call Centre: 08216889060
2. Email: info@usu.ac.id

²¹ <https://announcement.usu.ac.id/smm>, last accessed January 17, 2025

²² <https://www.usu.ac.id/> or <http://penerimaan.usu.ac.id>, last accessed January 17, 2025

3. Instagram: <https://www.instagram.com/official.usu/?hl=id>

Alternatively, participants can also visit the Universitas Sumatera Utara at the following address on campus and directly go to the Integrated Service Unit (Integrated Service Unit or ULT) located at the Central Administration Bureau of USU. The selection results announcement can be checked directly by participants through the website²³ for the SNBP route and on the website²⁴ for the SMM route.

Appraisal:

The admission requirements follow the national regulations and are defined and comprehensible. The requirements apply to **all four Bachelor programmes**.

Applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude, of career perspectives. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. Moreover, USU and the faculties are in contact with high schools to distribute information on the programmes. There is also a helpdesk available in the Ministry of Education regarding questions to the national requirements.

The selection procedure is transparent and ensures that qualified students are admitted. For their own admission track (which determines 10% of students), USU has admission exams to ensure qualifications of new students.

The admission requirements (IELTS or TOEFL or computer based written test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

	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		

²³ <https://pengumuman-snbp-snpmb.bppp.kemdikbud.go.id/>, last accessed January 17, 2025

²⁴ <http://pengumuman.usu.ac.id/>, last accessed January 17, 2025

3. Contents, structure and didactical concept of the programme

3.1 Contents

The **Bachelor Programme in Development Economics** has structured courses according to the principle of a well-balanced approach to achieve learning outcomes, consisting of 45 mandatory courses (implementing input from the programme association, i.e., six core courses, six quantitative courses and three basic specialisation courses), 13 elective courses and eleven concentration courses. The Development Economics Programme has designated mandatory courses in semesters 1, 2, 3, 4, 5, and 8, with concentration and elective courses in semester 6 and the MBKM programme in semester 7. The steps taken by the programme in designing the curriculum document start with an analysis of market needs, scientific studies and input from programme associations, users and the involvement of all lecturers as the basis for formulating graduate profiles and learning outcomes based on the University's vision and mission, alignment with KKNi, SN DIKTi and other regulations supporting the era of Industry 4.0 with the new MBKM policy. The credit weight for core courses is based on input from the Programme Association and the University's Mandatory Courses, where core courses that will achieve the main competencies of graduate profiles are assigned a weight of 3 SKS credits.

Table 9: Curriculum Bachelor in Development Economics

1 st Semester												
Modul No.		Title of Module / Course Unit	Credit Points per Semester								Workload	
			1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M1		Semester 1	30,4								221,5	443
1	USU1110	Bahasa Indonesia / <i>Indonesian Language</i>	3,2								23,3	46,6
2	USU1108	Pendidikan Pancasila / <i>Pancasila Education</i>	3,2								23,3	46,6
3	MAT110	Matematika Humaniora / <i>Humanities Mathematics</i>	3,2								23,3	46,6
4	EKP1101	Lembaga Keuangan / <i>Financial Institutions</i>	3,2								23,3	46,6
5	EKP1102	Sosiologi Ekonomi / <i>Economic Sociology</i>	3,2								23,3	46,6
6	EKP1103	Matematika Ekonomi / <i>Economic Mathematics</i>	4,8								35	70
7	EKP1104	Pengantar Ekonomi Mikro / <i>Introduction Microeconomics</i>	4,8								35	70
8	AKT1101	Pengantar Akuntansi I / <i>Introduction Accounting I</i>	4,8								35	70
M2		Semester 2	32								233,2	466,4
1	USU1101	Pendidikan Agama Islam / <i>Islamic Religious Education</i>	3,2								23,3	46,6
	USU1102	Pendidikan Agama Kristen Protestan / <i>Protestan Christian Religious Education</i>										
	USU1103	Pendidikan Agama Kristen Katolik / <i>Catholic Christian Religious Education</i>										
	USU1104	Pendidikan Agama Hindu / <i>Hindu Religious Education</i>										
	USU1105	Pendidikan Agama Budha / <i>Buddhist Religious Education</i>										
	USU1106	Pendidikan Agama Konghucu / <i>Konghuchu religious education</i>										
		Pendidikan Aliran Kepercayaan Terhadap Tuhan Yang Maha Esa										
2	USU1109	Pendidikan Kewarganegaraan / <i>Civic Education</i>	3,2								23,3	46,6
3	EKP1201	Sejarah Pemikiran Ekonomi / <i>History of Economic Thought</i>	3,2								23,3	46,6
4	EKP1202	Ekonomi Internasional I / <i>International Economics I</i>	3,2								23,3	46,6
5	EKP1203	Pengantar Ekonomi Makro / <i>Introduction to MacroEconomics</i>	4,8								35	70

6	EKP1204	Pengantar Ekonomi Pembangunan / <i>Introduction to Development Economics</i>	4,8							35	70
7	EKP1205	Ekonomi Sumber Daya Manusia / <i>The Economics of Human Resources</i>	4,8							35	70
8	EKP1206	Statistika Ekonomi / <i>Statistics Economics</i>	4,8							35	70
M3		Semester 3		32						233,3	466,6
1	EKP2101	Ekonomi Internasional II / <i>International Economics II</i>		3,2						23,3	46,6
2	EKP2102	Teori Ekonomi Makro / <i>Macroeconomic</i>		4,8						35	70
3	EKP2103	Pengantar Ekonometrika / <i>Introduction to Econometrics</i>		4,8						35	70
4	EKP2104	Kuangan Negara / <i>State Finances</i>		4,8						35	70
5	EKP2105	Ekonomi Pembangunan / <i>Development Economics</i>		4,8						35	70
6	EKP2106	Pengantar Ekonomi Moneter / <i>Introduction to Monetary Economics</i>		4,8						35	70
7	EKP2107	Teori Ekonomi Mikro / <i>MicroEconomic</i>		4,8						35	70
M4		Semester 4		32						233,3	466,6
1	EKP2201	Metodologi Penelitian / <i>Research Methodology</i>		4,8						35	70
2	EKP2202	Analisis Kependudukan / <i>Demographic Analysis</i>		4,8						35	70
3	EKP2203	Ekonomi SDA / <i>Natural Resources Economics</i>		4,8						35	70
4	EKP2204	Ekonometrika / <i>Econometrics</i>		4,8						35	70
5		Internasionalisasi I / <i>Internationalization I</i>		4,8						35	70
6		Kearifan Lokal / <i>Local Wisdom</i>		4,8						35	70
7		Seni Kebugaran / <i>Fitness Arts</i>		3,2						23,3	46,6
M5		Semester 5		32						233,3	466,6
1	EKP3101	Teori Ekonomi Makro Lanjutan / <i>Advanced Macroeconomics</i>		4,8						35	70
2	EKP3102	Kebanksentralan / <i>Central Bank</i>		4,8						35	70
3	EKP3103	Statistik Ekonomi Lanjutan / <i>Advanced Economics Statistics</i>		4,8						35	70
4	EKP3104	Teori Ekonomi Mikro Lanjutan / <i>Advanced MicroEconomics</i>		4,8						35	70
5	EKP3105	Ekonomi Moneter / <i>Monetary Economics</i>		4,8						35	70
6		Literasi Skill / <i>Literacy Skill</i>		4,8						35	70
7		Internasionalisasi II / <i>Internationalization II</i>		3,2						23,3	46,6
M6		Semester 6		27						198,3	396,6
		Concentration in Banking									
1		Ekonomi Lingkungan / <i>Environmental Economics</i>		3,2						23,3	46,6
		Ekonomi Kewirausahaan / <i>Entrepreneurial Economics</i>									
2		Pilihan I / <i>Option I</i>		4,8						35	70
3		Pilihan II / <i>Option II</i>		4,8						35	70
5	EKP3203	Manajemen Resiko Perbankan / <i>Bank Risk Management</i>		4,8						35	70
6	EKP3204	Akuntansi dan Audit Bank / <i>Bank Accounting and Auditing</i>		4,8						35	70
7	EKP3205	Bank Digital / <i>Digital Bank</i>		4,8						35	70
		Concentration in Islamic Economics									
1		Ekonomi Lingkungan / <i>Environmental Economics</i>		3,2						23,3	46,6
2		Ekonomi Kewirausahaan / <i>Entrepreneurial Economics</i>		4,8						35	70
3		Pilihan I / <i>Option I</i>		4,8						35	70
4		Pilihan II / <i>Option II</i>		4,8						35	70
5	EKP3206	Ekonomi Zakat, Infaq, Shadaqoh, dan Wakaf / <i>The Economics of Zakat, Infaq, Sadaqah and Waqf</i>		4,8						35	70
6	EKP3208	Fiqh Muamalat / <i>Fiqh Muamalat</i>		4,8						35	70
7	EKP3202	Perbankan Syariah / <i>Islamic Banking</i>		4,8						35	70
		Concentration in Economics									
1		Ekonomi Lingkungan / <i>Environmental Economics</i>		3,2						23,3	46,6
2		Ekonomi Kewirausahaan / <i>Entrepreneurial Economics</i>		4,8						35	70
3		Pilihan I / <i>Option I</i>		4,8						35	70
4		Pilihan II / <i>Option II</i>		4,8						35	70
5	EKP3213	Ekonomi Industri / <i>Industrial Economics</i>		4,8						35	70
6	EKP3215	Ekonomi Perkotaan / <i>Urban Economics</i>		4,8						35	70
7	EKP3216	Ekonomi Publik / <i>Public Economics</i>		4,8						35	70

M7		Semester 7								32		233,3	466,6
1	EKP4101	Ekonomi Kelembagaan / <i>Institutional Economics</i>								3,2		23,3	46,6
2	EKP4102	Perencanaan Pembangunan / <i>Development Planning</i>								4,8		35	70
3	EKP4103	Evaluasi Proyek / <i>Project Evaluation</i>								4,8		35	70
4	EKP4104	Manajemen Keuangan / <i>Financial Management</i>								4,8		35	70
5	EKP4105	Kebanksentralan II / <i>Central Bank II</i>								4,8		35	70
6	EKP4106	Perekonomian Indonesia / <i>Indonesia Economy</i>								4,8		35	70
7	EKP4107	Ekonomi Regional / <i>Regional Economics</i>								4,8		35	70
		Program MBKM											
		Pertukaran pelajar / <i>Student Exchange</i>											
		Luar Negeri: <i>Abroad</i>											
		1. ICT (<i>International Credit Transfer</i>)											
		2. IISMA (<i>International Student Mobility Awards</i>)											
		Dalam Negeri: <i>Domestic</i>											
		1. Permata Sakti											
		2. Sastra Bahu											
		Magang Bersertifikat / <i>Certified Internship</i>											
		Penelitian / <i>Research</i>											
		Kegiatan Wirausaha / <i>Entrepreneurial Activities</i>											
		KKNT											
		Kampus Mengajar / <i>Campus Teaching</i>											
		Studi Independen Bersertifikat / <i>Certified Independent Study</i>											
		Proyek Kemanusiaan / <i>Humanitarian Projects</i>											
M8		Semester 8									6,4	46,6	93,2
1		Skripsi / <i>Thesis</i>									6,4	46,6	93,2
M9		Elective courses Semester 6										360	40
1	EKP3217	Ekonomi ASEAN / <i>ASEAN Economics</i>									4,8	35	70
2	EKP3218	Ekonomi Politik / <i>Political Economics</i>									4,8	35	70
4	EKP3219	Pasar Uang dan Modal / <i>Money and Capital Markets</i>									4,8	35	70
5	EKP3220	Dasar-Dasar Penilaian Properti / <i>Basic Fundamental of Property Valuation</i>									4,8	35	70
6	EKP3221	Keuangan Internasional / <i>International Finance</i>									4,8	35	70
7	MNJ110	Pengantar Bisnis / <i>Introduction to Business</i>									4,8	35	70
8	AKT1203	Pengantar Akutansi II / <i>Introduction to Accounting</i>									4,8	35	70
9	EKP3202	Perbankan Syariah / <i>Islamic Banking</i>									4,8	35	70
10	EKP3214	Ekonomi Transportasi / <i>Transportation Economics</i>									4,8	35	70
11	Feb1208	Pengantar Manajemen / <i>Introduction to Management</i>									4,8	35	70
12	EKP3222	Analisis Big Data / <i>Big Data Analysis</i>									4,8	35	70
		total	30	32	32	32	32	32	32	32	7	1633	3266

The Education Objectives of the **Bachelor Programme in Management** is developed from the programme's vision and input from internal and external stakeholders, including faculty, students, alumni, graduates' users and industry practitioners. The curriculum of the Bachelor's Degree Programme in Management is designed using the Outcome-Based Education (OBE) approach. The curriculum includes mandatory University courses, mandatory curriculum courses and concentration courses with three options: Financial Management, Marketing Management and Human Resource Management. Mandatory curriculum, University and programme courses are undertaken by students in semesters 1 to 5, followed by concentration courses in semester 6.

Table 10: Curriculum Bachelor in Management

1 st Semester											
Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M1	Module 1 : Semester 1	32,00								233,2	560
USU1108	Pancasila Education	3,20								23,3	56
USU1110	Indonesian Language	3,20								23,3	56
MNJ1101	Management	4,80								35	84
MNJ1102	Introduction to Business	4,80								35	84
MNJ1103	Business Law	3,20								23,3	56
MNJ1104	Computerization of Economics and Business	3,20								23,3	56
MNJ1105	Introduction to Accounting for Manager	4,80								35	84
EKP1104	Introduction to Micro Economics	4,80								35	84
2 nd Semester											
M2	Module 2 : Semester 2		33,60							244,9	588
USU1101-1107	Religious Education (Islam, Protestant, Catholic, Hindu, Buddhist, Confucian)		3,20							23,3	56
USU1109	Civics		3,20							23,3	56
MAT1100	Mathematics for the Social Humanities		4,80							35	84
MNJ1201	Human Resources Management		4,80							35	84
MNJ1202	Financial Management		4,80							35	84
MNJ1203	Marketing Management		4,80							35	84
MNJ1204	Digital Business		3,20							23,3	56
EKP1203	Introduction to Macro Economics		4,80							35	84
3 rd Semester											
M3	Module 3 : Semester 3			32,00						233,3	560
MNJ2101	Operational Management			4,80						35	84
MNJ2102	Organizational Behaviour			4,80						35	84
MNJ2103	Cost Management			4,80						35	84
MNJ2104	Corporate Budgeting			4,80						35	84
MNJ2105	Strategic Management			4,80						35	84
	Literacy Skills			4,80						35	84
	Art and Fitness			3,20						23,3	56
4 th Semester											
M4	Module 4 : Semester 4				32,00					233,2	560
MNJ2201	Operations Research				4,80					35	84
MNJ2202	Research Statistics				4,80					35	84
MNJ2203	Managerial Economics				4,80					35	84
MNJ2204	Managerial Accounting				4,80					35	84
MNJ2205	Management Information System				3,20					23,3	56
MNJ2206	Business Ethics				3,20					23,3	56
	Local Wisdom				3,20					23,3	56
	Internationalization I				3,20					23,3	56
5 th Semester											
M5	Module 5 : Semester 5					30,40				221,6	532
MNJ3101	Research Methodology					4,80				35	84
MNJ3102	Business Feasibility Study					4,80				35	84
MNJ2103	Investment Management					4,80				35	84
MNJ3104	Consumer Behaviour					4,80				35	84
MNJ3105	Corporate Culture					4,80				35	84
EKP3101	Indonesian Economy					3,20				23,3	56
	Internationalization II					3,20				23,3	56

6 th Semester																				
M6	Module 6 : Semester 6									32,00		233,3	560							
MNJ3201	Entrepreneurship									3,20		23,3	56							
	Concentration Course 1									4,80		35	84							
	Concentration Course 2									4,80		35	84							
	Concentration Course 3									4,80		35	84							
	Concentration Course 4									4,80		35	84							
	Concentration Course 5									4,80		35	84							
	Concentration Course 6									4,80		35	84							
	List of Financial Concentration Courses																			
MNJ3202	Financial Management Seminar											35	84							
MNJ3203	International Financial Management											35	84							
MNJ3204	Regional Financial Management											35	84							
MNJ3205	Analysis of Financial Information											35	84							
MNJ3206	Research in Finance											35	84							
MNJ3207	Asset Management											35	84							
	List of Marketing Concentration Courses																			
MNJ3208	Marketing Management Seminar											35	84							
MNJ3209	Service Marketing											35	84							
MNJ3210	Marketing Research											35	84							
MNJ3211	Relational Marketing											35	84							
MNJ3212	Global Marketing											35	84							
MNJ3213	Brand Management											35	84							
	List of Human Resources Concentration Courses																			
MNJ3214	Human Resource Management Seminar											35	84							
MNJ3215	Human Resource Training and Development Management											35	84							
MNJ3216	Compensation Management											35	84							
MNJ3217	Human Resource Performance Management											35	84							
MNJ3218	Career Management											35	84							
MNJ3219	Human Resources Research											35	84							
7 th Semester																				
M7	Module 7 : Semester 7										32,00		233,2	560						
MNJ4101	Entrepreneurial Practice										3,20		23,3	56						
MNJ4102	Risk Management										4,80		35	84						
MNJ4103	International Business										4,80		35	84						
MNJ4104	Agribusiness Management										4,80		35	84						
MNJ4105	Banking Management										4,80		35	84						
MNJ4106	Change Management										3,20		23,3	56						
MNJ4107	Business Communication										3,20		23,3	56						
MNJ4108	Business Taxation										3,20		23,3	56						
8 th Semester																				
M8	Module 8 : Semester 8											9,60	69,9	168						
MNJ4201	English for Business											3,20	23,3	56						
MNJ4299	Undergraduate Thesis Examination											6,40	46,6	112						
Total											32,00	33,60	32,00	32,00	30,40	32,00	32,00	9,60	1702,6	4088

The credit weighting for core courses in the **Bachelor Programme in Accounting** is based on input from the Study Programme Association and mandatory University courses. Core courses designed to achieve the main graduate competencies are determined to have a weight of 3 SKS credits. The learning outcomes and graduate profiles are designed to produce graduates with the skills needed in the workforce. The curriculum implementation will be periodically. The evaluation results are used for improvement or enhancement in decision-making for further actions. Evaluation is not only conducted at programme level but also comprehensively at University level through the Internal Quality Audit conducted annually.

Table 11: Curriculum Bachelor in Accounting

1 st Semester											
Modul No.	Title of Module	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7	8	Hour s in Class	Hour s Self-Study
	University Compulsory Course	6								46,6	112
	Pancasila Education	3								23,3	56
	Indonesian Language	3								23,3	56
	Department Compulsory Course	26								187	448
	Economic Sociology	3								23,3	56
	Business Law	3								23,3	56
	Introduction to Accounting I	5								35	84
	Management	5								35	84
	Introduction to Microeconomics	5								35	84
	Introduction to Business	5								35	84
2 nd Semester											
	University Compulsory Course	6								46,6	112
	Religious Education	3								23,3	56
	Citizenship Education	3								23,3	56
	Department Compulsory Course	26								187	448
	Introduction to Macroeconomics	5								35	84
	Strategic Management	5								35	84
	Financial Institutions	3								23,3	56
	Introduction to Accounting II	5								35	84
	Marketing Management	5								35	84
	Computerization of Economics and Business	3								23,3	56
3 rd Semester											
	University Compulsory Course			5						35	84
	Mathematics for Social Humanities			5						35	84
	Department Compulsory Course			27						198	476
	Intermediate Financial Accounting I			5						35	84
	Financial Management			5						35	84
	Management Information System			5						35	84
	Taxation			5						35	84
	Cost Accounting			5						35	84
	Accounting Computer Applications			3						23,3	56
4 th Semester											
	University Compulsory Course				3					23,3	56
	Local Wisdom				3					23,3	56
	Department Compulsory Course				29					210	504
	Budgeting				5					35	84
	Management Accounting				5					35	84
	Tax Accounting				5					35	84
	Intermediate Financial Accounting II				5					35	84
	Accounting Information System				5					35	84
	Research Methodology				5					35	84
5 th Semester											
	University Compulsory Course					3				23,3	56
	internationalization					3				23,3	56
	Department Compulsory Course					29				210	504
	Auditing I					5				35	84
	Advanced Financial Accounting I					5				35	84
	Accounting Theory					5				35	84
	Business and Professional Ethics					5				35	84
	Research Statistics					5				35	84
	Public Sector Accounting					5				35	84

based on the principles of balance and diversity to achieve learning outcomes, consisting of 54 mandatory courses, eight elective courses and four concentration courses. The Bachelor Programme in Agribusiness designates mandatory courses for semesters 1-6 and 8, with concentration and elective courses in semesters 6 and 7 and the MBKM programme in semester 7.

The curriculum for the first semester comprises a group of religious and Indonesian identity courses (religion, Indonesian language and citizenship) as mandatory University courses. The second and third semesters consist of basic courses in economics, agricultural science and agricultural communication, providing fundamental understanding in the field of agricultural economics. The fourth and fifth semesters consist of advanced courses that provide quantitative skills and data analysis in the field of agricultural economics. In the sixth and seventh semesters, the curriculum is divided into three specialisations (i.e., agribusiness finance, agribusiness marketing and agricultural communication and extension). Students can choose to participate in the MBKM programme or take courses according to their chosen specialisation. Additionally, courses in the sixth and seventh semesters include research methodology courses as the basis for students in preparing their final assignments. In the sixth semester, students will also participate in internship activities. In the eighth semester, students will prepare their final assignments in the form of a thesis.

Table 12: Curriculum Bachelor in Agribusiness

1st Semester											
Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload	
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study
M1	Modul 1 : Semester 1	32,00								233,33	560
AGR1101	Introduction to Economic Science	3,20								23,33	56
AGR 1102	Introduction to Agricultural Science	3,20								23,33	56
AGR 1103	Fundamentals of Management	3,20								23,33	56
USU1101-1107	Religious Education (Islam, Protestant, Catholic, Hindu, Buddhist, Confucian)	3,20								23,33	56
USU1108	Pancasila Education	3,20								23,33	56
USU1109	Civics	3,20								23,33	56
USU1110	Indonesian Language	3,20								23,33	56
MAT1101	Mathematics	4,80								35,00	84
BIO1101	Biology	4,80								35,00	84
2nd Semester											
M2	Modul 2 : Semester 2		32,00							233,33	560
AGR1201	Fundamentals of Agricultural Extension and Communication		3,20							23,33	56
AGR1202	Human Ecology		3,20							23,33	56
AGR1203	Mathematical Economics		3,20							23,33	56
AGR1204	Microeconomic		3,20							23,33	56
AGR1205	Agricultural and Rural Sociology		3,20							23,33	56
AGR1206	Agribusiness Systems and Businesses		3,20							23,33	56
AGT1209	Fundamentals of Agronomy		4,80							35,00	84
AGT1210	Fundamentals of Soil Science		4,80							35,00	84
ITP1202	Agroindustry		3,20							23,33	56
3rd Semester											
M3	Modul 3 : Semester 3			32,00						233,33	560
AGR2101	Fundamentals of Accounting			4,80						35,00	84
AGR2102	Agricultural Science			4,80						35,00	84
AGR 2103	Macro Economic Theory			3,20						23,33	56
AGR2104	Agricultural Economics			3,20						23,33	56
AGR2105	Literacy Skills (Statistics)			3,20						23,33	56
AGR2106	Local Wisdom (Cross Cultural Communication)			3,20						23,33	56
AGT2102	Fundamentals of Crop Protection			4,80						35,00	84
AGT2106	Plantation Crops I (Palm Oil and Rubber)			4,80						35,00	84

	4th Semester									
M4	Modul 4 : Semester 4					30,40			221,67	532
AGR 2201	Cost Accounting					3,20			23,33	56
AGR2202	Agribusiness Planning					4,80			35,00	84
AGR2203	Human Resource Management					3,20			23,33	56
AGR2204	Agricultural Production Economics					4,80			35,00	84
AGR2205	Agribusiness Information System					3,20			23,33	56
AGR2206	Agricultural Policy and Politics					3,20			23,33	56
AGR2207	Cooperatives and Agribusiness Institution					4,80			35,00	84
AGR2208	Internationalization I (English for Business)					3,20			23,33	56
	5th Semester									
M5	Modul 5 : Semester 5					32,00			233,33	560
AGR3101	Financial Management					3,20			23,33	56
AGR3102	Agribusiness Production Management					4,80			35,00	84
AGR3103	Plantation Management					4,80			35,00	84
AGR3104	Non Parametric Statistics					4,80			35,00	84
AGR3105	Environmental And Natural Resources Economics					3,20			23,33	56
AGR3106	Regional And Rural Development					3,20			23,33	56
AGR3108	Entrepreneurship and Innovation					4,80			35,00	84
AGR3107	Internationalization II (International Trade)					3,20			23,33	56
	6th Semester									
M6	Modul 6 : Semester 6					30,40			221,67	532
AGR3201	PKL (Field Work Practice)					4,80			35,00	84
AGR3202	Agribusiness Research Methodology					4,80			35,00	84
	Concentration Course 1					3,20			23,33	56
	Concentration Course 2					4,80			35,00	84
	Concentration Course 3					3,20			23,33	56
	Concentration Course 4					3,20			23,33	56
	Elective Course 1					3,20			23,33	56
	Elective Course 2					3,20			23,33	56
	List of Agribusiness Finance Concentration Courses									
AGR3203	Marketing Management					3,20			23,33	56
AGR3204	Econometrics					4,80			35,00	84
AGR3207	Plantation Accounting					3,20			23,33	56
AGR3208	Tax Management					3,20			23,33	56
	List of Agribusiness Marketing Concentration Courses									
AGR3203	Marketing Management					3,20			23,33	56
AGR3204	Econometrics					4,80			35,00	84
AGR3205	Agribusiness E-Commerce					3,20			23,33	56
AGR3206	Future and Commodity Trading					3,20			23,33	56
	List of Agricultural Extension and Communication Concentration Courses									
AGR3209	Social Changing					3,20			23,33	56
AGR3210	Social Psychology					3,20			23,33	56
AGR3211	Preparation and Evaluation of Agricultural Extension					4,80			35,00	84
AGR3212	Evaluation of Agricultural Project					3,20			23,33	56
	7th Semester									
M7	Modul 7 : Semester 7						32,00		233,33	560
AGR4104	Strategic Management of Agribusiness						3,20		23,33	56
AGR4102	Agricultural Trade System						4,80		35,00	84
	Concentration Course 1						4,80		35,00	84
	Concentration Course 2						3,20		23,33	56
	Concentration Course 3						3,20		23,33	56
	Concentration Course 4						3,20		23,33	56
	Concentration Course 5						3,20		23,33	56
	Elective Course 1						3,20		23,33	56
	Elective Course 2						3,20		23,33	56
	List of Agribusiness Finance Concentration Courses									
AGR4103	Operational Research						3,20		23,33	56
AGR4104	Supply Chain Management						4,80		35,00	84
AGR4105	Managerial Economics						3,20		23,33	56
AGR4108	Credit And Banking						3,20		23,33	56
AGR4109	Risk Management						3,20		23,33	56
	List of Agribusiness Marketing Concentration Courses									
AGR4103	Operational Research						3,20		23,33	56
AGR4104	Supply Chain Management						4,80		35,00	84
AGR4105	Managerial Economics						3,20		23,33	56
AGR4106	Digital Marketing						3,20		23,33	56
AGR4107	Consumer Behaviour						3,20		23,33	56
	List of Agricultural Extension and Communication Concentration Courses									
AGR4110	Mass Communication						3,20		23,33	56
AGR4111	Adult Education						3,20		23,33	56
AGR4112	Organization and Leadership						3,20		23,33	56
AGR4113	Group Dynamics						4,80		35,00	84
AGR4114	Rural Society Development						3,20		23,33	56

	8 th Semester											
M8	Modul 8 : Semester 8								9,60	70,00	168	
AGR4297	Proposal Seminar								1,60	11,67	28	
AGR4298	Research Result Seminar								1,60	11,67	28	
AGR4299	Undergraduate Thesis Examination								6,40	46,67	112	
Total		32,00	32,00	32,00	30,40	32,00	30,40	32,00	9,60	1680,00	4032,00	

Rationale for degree and programme name

The curriculum and objectives of the programmes have been aligned with the degree and programme name.

The programme is named **Bachelor Programme in Development Economics**, and it awards the degree S.E. (*Sarjana Ekonomi* - Bachelor of Economics). All courses taught in the Bachelor Programme in Development Economics are related to the field of economics. The CPL developed by the programme reflects students' abilities through the internalisation of knowledge, attitudes, skills, competencies and accumulated work experience. The programme name and the bachelor's degree in higher education in Indonesia are regulated by the Minister of Education and Culture Regulation No. 154 of 2014 and the Minister of Education, Culture, Research, and Technology Regulation No. 6 of 2022.

The programme is named the **Bachelor Programme in Management** and the degree conferred is "*Sarjana Ekonomi*" abbreviated as "S.E.," following the decree of the establishment of the study programme from the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia No. 208/DIKTI/Kep/1996 dated July 11, 1996. Both the programme name and the degree awarded are derived from the programme's objectives that refer to the Indonesian Qualifications Framework. The programme name and degree conferred also align with the consensus in the Association of Indonesian Economic and Business Faculties.

The **Bachelor Programme in Accounting** is established based on the Decision of the Director General of Higher Education, Ministry of National Education of the Republic of Indonesia, Number 208/DIKTI/KEP/1996 on July 11, 1996. According to the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 59 of 2018, graduates of the Bachelor's Degree Programme in Accounting will be awarded the degree of Bachelor of Economics (S.E).

The **Bachelor Programme in Agribusiness** will confer the degree of Bachelor of Agriculture (BAgr). The agribusiness programme focuses on teaching economic and business sciences with a focus on agriculture from upstream to downstream. The nomenclature for higher education degrees in Indonesia is regulated by the Minister of Education and Culture's Decree Number 036/U/1993 regarding degrees and designations of graduates from higher education institutions and the Regulation of the Minister of Research and Higher Education of the Republic of Indonesia No. 59 of 2018 concerning Diplomas, Competence Certificates, Professional Certificates, Degrees and Procedures for Writing Degrees in Higher Education.

Integration of theory and practice

The courses within the study programmes have integrated theory and practice through Project-Based Learning (PBL) and Case Method Learning (CML). The MBKM programme also helps students gain experiences outside the campus. Students can participate in internships, independent studies, student exchanges, research and Campus Teaching. Students can

choose one of the MBKM programmes and the credits earned can be recognised in specific semester courses.²⁵

To achieve integration between theory and practice, faculty members apply a comprehensive learning approach, not only through traditional lectures but also through case study approaches and project-based learning. The programmes also require students to engage in community service activities as a means to apply the integration of theory and practice through direct student involvement in community activities. Students can contribute to the community based on their competencies and skills. In community service activities, students are required to design and implement programmes related to their field. Additionally, students can participate in internship programmes connecting them with various companies or government agencies where they can integrate theory into practice. Students are also involved in research and community service conducted by faculty members.

Additionally, there are courses that combine theoretical and practical learning, such as entrepreneurship, where students are tasked with developing marketable products. The implementation of internships in the MBKM programme is also offered by the study programme. Internship experiences in the MBKM programme encourage students to gain practical experience from the industry, bridging the gap between theoretical knowledge and practical application.

Interdisciplinary thinking

The MKWU (University-Compulsory Courses) programme is USU's initiative for students to take cross-disciplinary courses within the University as part of the MBKM programme. Students can take up to 20 SKS credits of MKWU courses outside their study programme, such as Communication Technology, Event Management, Language, Literature and Film. Students gain knowledge and insights related to these courses not only from lecturers in their study programme but also from experts, as demonstrated by guest lectures from institutions like Bank Indonesia and the Ministry of Finance.

The programmes also offer Business Law courses. There is also interconnection with the field of accounting, resulting in courses such as Introduction to Managerial Accounting and Management Accounting. The need for mastery of economic science is realized through Managerial Economics courses. Business Taxation is also included in the curriculum as it is highly relevant to the working world. Seminars held by the programme will address current issues requiring interdisciplinary approaches, such as environmental and policy issues. Furthermore, the University facilitates interdisciplinary knowledge through mandatory university courses in literacy skills, local wisdom, arts and fitness, as well as internationalisation.

Within the MBKM, students can also take advantage of various programmes such as business intelligence and Big Data (e.g., enrolling in a system analyst module in computer science at another University, both nationally and internationally), internships (e.g., students can intern for up to six months in a specific company) and community service programmes regulated by the Rector's Regulation. Moreover, the study programme brings in practitioners and experts to enhance students' knowledge and insights.

²⁵ referring to the Rector's Decree of Universitas Sumatera Utara No. /UN5.1. R/SK/SPB/2022

Examples of interdisciplinary courses include data analysis, Database Management, Time Series Analysis and Business Forecasting, Information Technology and Multimedia, Tax Management and Aquatic Ecotourism.

Ethical aspects

All Bachelor programmes have a code of ethics for lecturers, educational staff and students. The code of ethics serves as the basis for effective regulations or provisions for academic and staff members in carrying out their duties. The code of ethics covers disciplinary rules, obligations and sanctions for lecturers, educational staff and students. The implementation of ethical principles is governed by academic regulations and thesis writing guidelines, where students are required to follow ethical standards, such as citing references in APA style. The study programme consistently reminds students to maintain ethical conduct in communication and behaviour. Furthermore, the study programmes have implemented standards related to the ethics of thesis writing.

Moreover, the curricula include several courses that directly and indirectly communicate ethical issues, such as Business Ethics, Business Law and Corporate Culture. Faculty and educational staff exemplify ethical behaviour to students and address students who exhibit unethical behaviour.

The profession adheres to ethical standards and values (e.g., honesty, integrity, and commitment). The ethical aspect is communicated within the study programme and incorporated into the curriculum. Some courses containing ethical aspects include Religious Education, Pancasila Education, Business Ethics, and Profession, which encompass fundamental values such as honesty and integrity, embedded in every taught course.

Methods and scientific practice

All four study programmes include research methodology courses aim to train students in skills such as writing, applying theory and formulating problems. Practical applications of research methodology include preparing research proposals, with the expectation that approved proposals can progress into the thesis phase. Other courses supporting students in completing their final projects include Econometrics and Economic and Business Statistics. Students are taught to use software for data processing, enabling them to obtain good research results. Students also have the opportunity to participate in research conducted by lecturers, allowing them to learn how to research and write effectively before completing their theses. In conducting research, students uphold principles of originality, avoid dishonesty, manipulate data ethically and prevent plagiarism through the use of Turnitin provided by the University.

The final thesis outcome is determined by several factors: Comprehensive Exam, Thesis Results Seminar and Supervision Process. The Comprehensive Exam serves to evaluate overall knowledge in the field of management. Students are allowed to proceed to the Thesis Results Seminar upon passing the Comprehensive Exam.

The **Bachelor Programme in Management** provides several mandatory courses that impart knowledge and skills for scholarly work. These courses will develop students' abilities to design and conduct scholarly work, including Research Statistics, Research Methods, Research and Seminars and depends on the chosen concentration. These modules will prepare students with scientific competencies and knowledge. Ultimately, these skills will be applied in the

thesis. Each student will be guided by a specific faculty member with expertise in the student's research topic.

Students then need to present the results of their thesis in a seminar attended by other students and appointed reviewers. Reviewers will use a rubric to assess the quality of the thesis. Students are also provided with other modules to support research work, such as research statistics.

Examination and final thesis

The assessment of achievements in each course is measured through indicators such as assignments, quizzes, mid-semester exams, final exams and project-based learning, as well as case method learning. Examination methods for fundamental courses include essays and multiple-choice questions, while analysis courses are assessed through essays and case methods. Exam questions are designed in accordance with the learning objectives of each course and the programme evaluates these exam questions through a Question Bank. Midterm and final exams are scheduled according to the academic calendar set by the University.

Students can commence writing their thesis after completing a minimum of 100 credits with a minimum GPA of 2.0, in line with the University regulations and additional requirements of having passed the Research Methods course with a minimum grade of C. Each student is guided by a specific faculty member with expertise in the student's research topic. During the research, students uphold principles of originality, avoid dishonesty, manipulate data, and prevent plagiarism through the use of Turnitin provided by the university. Students must reflect deeply on scientific issues and apply scientific methods to solve them. Thesis preparation must adhere to the guidelines outlined in the thesis writing handbook, covering aspects such as the background of the problem, theoretical studies, research methodology and formatting.

Students are guided by a faculty member and all progress is recorded in the Student Thesis Control Card. Students will conduct a thesis proposal seminar after approval by the Thesis Advisor. The seminar is attended by two examining faculty members and a minimum of ten students. Afterwards, students collect data and complete their theses. Students are allowed to defend their theses during the final thesis exam in front of the Thesis Advisor and examining faculty after completing all courses and passing the comprehensive exam.

Students compile their theses according to the thesis writing guidelines, adhering to scholarly writing methods, including background problem, theoretical studies, research methodology, and format, as outlined in the guidelines. Students with high-quality thesis research may publish their articles in international journals or proceedings.

Appraisal:

The curricula reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced and oriented towards the intended learning outcomes. The areas of specialisation or optional electives enable students to acquire additional competences and skills. However, the study programmes seem very traditional to the panel. With regard to the goal of internationalisation of the University, the panel **recommends** re-structuring the courses into a comprehensive international strategy. For example, the English course needs to be

shifted to the first or second semester. Moreover, there needs to have more clear structure within each semester, showing how the modules and semesters are interconnected.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives. The names are regulated by the government and the study programme associations.

In all four study programmes, theory and practice are systematically interrelated and balanced throughout the curricula. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The curricula include internships, a lot of practical examples, such as case study method.

There is evidence that the programmes qualify for interdisciplinary thinking. However, the panel is of the view that the University and its faculties have a lot of opportunities to offer interdisciplinary thinking. Therefore, the panel **recommends** using this potential more effectively.

Ethical implications are appropriately communicated. The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives. The panel suggests that this focus on ethics should be developed to a unique selling point when improving in the topic of sustainability.

Students of **all four study programmes** acquire methodological competences and are enabled to do scientific work on the required level. In the **Bachelor Programme in Management**, methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

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 exam schedules are well-organised and the exams are characterised by a variety of test formats. However, this could be further developed with including portfolio exams, open-book exams (especially with regard to digitalisation).

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The interaction process with the supervisor is well-organised. 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)		BM	BAG, BA, BDE		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

The modular structure is determined to assist students in achieving the Intended Learning Outcomes (ILO) and facilitate the implementation of the predetermined curriculum. Courses include explanations such as Intended Learning Outcomes (ILO) and the number of credit hours corresponding to the student's workload.

Based on the Rector's Regulation of the USU Number 13 of 2023 concerning the Academic Regulations of Undergraduate Programmes, Master's Programmes and Doctoral Programmes at the USU²⁶, it states that the effective learning process is at least 16 weeks, including mid-semester exams and final semester exams. The study programme also designs the curriculum to be completed in four academic years with a student workload of 144 SKS credits or equivalent to 230.4 ECTS credits, respectively 146 SKS credits or equivalent to 233.6 ECTS credits. The study programmes also implement a form of learning with one credit in the learning process, such as lectures, assignments or tutorials comprising:

- 50 minutes of learning process activities per week per semester;
- 60 minutes of structured assignment activities per week per semester; and
- 60 minutes of independent activities per week per semester.

The Semester Credit System (SCS) measures the student workload per semester. One credit is equivalent to 170 minutes, comprising 50 minutes of lectures, 60 minutes of structured activities and 60 minutes of independent activities per week. Therefore, 1 ECTS credit is equivalent to 112.5 minutes per week or 1,800 minutes per semester. In relative terms, 1 credit hour is equal to 1.6 ECTS credits.

The study programmes also accommodate high-achieving students' academic workloads, where after two semesters in the first academic year, they can take a maximum of 24 SKS credits per semester in the following semesters. High-achieving students are those with a Semester Grade Point Average (GPA) greater than 3.00 and meet academic ethics. Each

²⁶ which is also based on the Ministry of Education and Culture Regulation Number 3 of 2020 regarding National Standards for Higher Education

course has a different number of credits, with some having a workload of 2-3 SKS credits. The determination of courses with a workload of 3 credits is directed towards core courses in the study programme, while other general courses carry a workload of 2 SKS credits.

Bachelor Programme in Development Economics

Projected study time	4 years (8 Semesters)
Number of credits (national credits and ECTS credits)	144 SKS credits or 230.4 ECTS credits
Workload per credit	1 SKS credit = 1.6 ECTS credits; 1 ECTS credit approx. 25 hours
Number of courses	45 mandatory courses, 13 elective courses, 11 specialisation courses
Time required for processing the final thesis/project and awarded credits	6 months, 4 SKS credits (6.4 ECTS credits)
Number of contact hours	1,633 hours

Bachelor Programme in Management

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	146 SKS credits or 233.6 ECTS credits
Workload per credit	1 SKS credit = 1.6 ECTS credits; 1 ECTS credit approx. 25 hours
Number of courses	49 mandatory courses, 6 specialisation courses
Time required for processing the final thesis/project and awarded credits	6 months, 4 SKS credits (6.4 ECTS credits)
Number of contact hours	1,702 hours

Bachelor Programme in Accounting

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	144 SKS credits or 230.4 ECTS credits
Workload per credit	1 SKS credit = 1.6 ECTS credits; 1 ECTS credit approx. 25 hours
Number of courses	50 mandatory courses and 4 elective courses
Time required for processing the final thesis/project and awarded credits	6 months, 4 SKS credits (6.4 ECTS credits)
Number of contact hours	1,679 hours

Bachelor Programme in Agribusiness

Projected study time	4 years (8 semesters)
Number of credits (national credits and ECTS credits)	144 SKS credits or 230.4 ECTS credits
Workload per credit	1 SKS credit = 1.6 ECTS credits; 1 ECTS credit approx. 25 hours
Number of courses	49 mandatory courses, 4 elective courses, 9 specialisation courses

Time required for processing the final thesis/project and awarded credits	6 months, 6 SKS credits (9.6 ECTS credits)
Number of contact hours	1,680 hours

Students focus on accumulating the study load by taking mandatory courses in Semester I-Semester V. Next, students focus on accumulating the study load by choosing a study interest, taking courses depending on the chosen study interest, and choosing and taking elective courses in Semester VI and Semester VII. Students take and complete Field Work Practices (PKL) in Semester VI and obtain 3 SKS credits or 4.53 ECTS credits. In Semester VIII, students focus on completing their theses for one semester with a total of 6 SKS credits or 9.6 ECTS credits.

Study and exam regulations

The distribution of assessments refers to the Rector's Regulation of the Universitas Sumatera Utara Number 3 of 2017 concerning the Academic Regulations for Bachelor's, Master's and Doctoral programmes at USU, which utilises the Benchmark Assessment System (*Penilaian Acuan Patokan* or PAP) following the type of curricular activities. The study programmes implement this assessment system based on the academic regulations of the study programme and the Standard Operational Procedures (SOP) for learning assessments, which is part of the Quality Assurance System (SPMI). Moreover, the Internal Quality Assurance Document, which includes policies, standards, manuals and forms determines the Learning Assessment Standards. The faculties conduct periodic briefings for all lecturers to implement the PAP assessment system through circulars on final exams for each semester. It is also detailed in the student handbook of the respective faculty. The graduation standards for students in the study programmes follow the Academic Regulations of Undergraduate Programmes at the USU²⁷. The study programmes also implement the graduation standards based on the Standard Operational Procedures (SOP). A diploma supplement is issued to the student at the time of graduation.

The study programmes provide opportunities for students to pursue various educational developments through the Independent Campus Learning Programme, such as internship activities that align with the study programme's independent curriculum. The programme, which is based on Outcome Based Education (OBE), places these activities in the seventh semester. The recognition of prior learning processes aligns with the University's regulations²⁸ and is documented in the study programme's recognition report.

Feasibility of study workload

The Bachelor programmes structure the learning workload for students at an average of 18.25 SKS credits (29.2 ECTS credits) per semester, allowing completion within four academic years. The hierarchical competence structure of courses accommodates the current needs of students. The assessment of each course aligns with the competence achievements of that course, following the applicable academic guidelines²⁹. Assessment methods include assignments, quizzes, mid-term exams and final exams, as well as Project-Based Learning and Case Method Learning.

²⁷ as stipulated by the Rector's Regulation Number 13 of 2023

²⁸ Rector's Decree No. 459/UN5.I.R/SK/SPB/2023

²⁹ Rector's Regulation No. 3 of 2017, Rector's Regulation No. 13 of 2023, and Study Programme Academic Regulations

Additionally, the study programme provides documented academic guidance processes through an Academic Guidance Book and thesis guidance processes documented in a Thesis Guidance Book. The University offers an integrated service unit for students, faculty, staff and the general public.

The study programmes have maintained their national accreditation through the accreditation body recognised by the Indonesian Government/Ministry of Education and Culture, BAN-PT. The study programmes conduct surveys among students and alumni users to gather feedback for the development and improvement of teaching processes and the curriculum, aiming to enhance students' skills and competencies, ensuring timely graduation and successful entry into the workforce aligned with the study programme's expertise.

The student workload for Semester I and Semester II is 20 SKS credits or equivalent to 32 ECTS credits and students must take the specified courses determined by the study programme. The subsequent student workload is determined based on the Semester Grade Point Average (GPA) of the previous semester, with the following provisions:

GPA 0.00-1.49, the maximum workload for the next semester is 16 credits or 25.6 ECTS;

GPA 1.50-1.99, the maximum workload for the next semester is 18 credits or 28.8 ECTS;

GPA 2.00-2.49, the maximum workload for the next semester is 20 credits or 32 ECTS;

GPA 2.50-2.99, the maximum workload for the next semester is 22 credits or 35.2 ECTS; and

GPA 3.00-4.00, the maximum workload for the next semester is 24 credits or 38.4 ECTS.

Equality of opportunity

The Gender Equality Movement is a commitment of the USU to advocate for gender equality in Indonesia. This programme aims to create an inclusive and fair society, where every individual has an equal opportunity to develop and participate. Regulations within the USU environment that accommodate Equality of Opportunity include the Board of Trustees Regulations of the Universitas Sumatera Utara and the Rector's Regulation of the Universitas Sumatera Utara Number 13 of 2023. Students from Papua attend the University through a government programme known as the Affirmative Scholarship. This is one of the processes for social equalisation in the educational world and the development of the Papua region. USU has been admitting Affirmative students since the programme's inception in 2012, with an initial intake of 18 students. Additionally, USU also admits students with the *Bidikmisi* scholarships for high-achieving and economically disadvantaged students.

Gender equality in the learning process in the study programme is noteworthy when considering the gender ratio of female students. In 2020, 60% of students were female. In 2021, the ratio of female students was 55.17%, and in 2022, it increased to 59.75%. The University does not differentiate between genders in terms of compensation and positions for faculty and educational staff.

The Faculty of Economics and Business also provides facilities for individuals with disabilities, such as sidewalks equipped with guiding blocks, dot tactile portals, ramps for wheelchairs and special parking for individuals with disabilities. This ensures that students with disabilities can engage in activities and have good accessibility to support their learning and other extracurricular activities. Moreover, the University offers consultations to address issues faced by students with disabilities.

The study programmes also facilitate the admission of students with special needs, excluding the visually impaired and colour-blind. This is in accordance with the Proposal Letter for Disabled Requirements. In support of both academic and non-academic activities of students with special needs, the Universitas Sumatera Utara has an integrated support unit called the Office of Disability Support (ODS). The support includes available facilities and necessary learning materials, contributing to the success and integration of these students into higher education and related activities.

Appraisal:

The programmes' structures support the implementation of the curricula and help students reach the defined learning outcomes. The programmes consist of courses and assign credits per course based on the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. However, with regard to the literature mentioned in the course descriptions and the difference between the information in the syllabi and course descriptions, the panel **recommends** elaborating and updating the information in these documents. Moreover, the panel **recommends** checking the workload calculations of the individual courses in the curricula (e.g., in the Bachelor of Development Economics).

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention³⁰, the recognition of periods of practical work is also clearly defined.

However, the Diploma Supplement that is issued to the graduates does not contain a grade distribution table with a relative grade. In its statement on the report, the University submitted an updated Diploma Supplement, however, the relative grade was still missing. Therefore, the panel recommends the following **condition**:

- The University supplies the Diploma Supplement with a grade distribution table in accordance with the ECTS User's Guide 2015.³¹

Moreover, there are differences between the qualification objectives mentioned in the self-evaluation report, curricula, on the website and in the diploma supplement. Therefore, the panel **recommends** harmonising the qualification objectives throughout the documentation.

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. When reviewing the workload, USU also takes into account evaluation findings, including student feedback and the programme's success rate. When it comes to the workload distribution and

³⁰ List of countries that ratified the Lisbon Recognition Convention: <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

³¹ see [ECTS User's Guide 2015](#) (pages 39-41) for an explanation of grade distribution tables.

transparency in the thesis writing procedure, however, the panel is of the view that the actual work should be more reflected. The preparation for the thesis already starts earlier within the supporting courses. Therefore, the thesis should also have a higher weight in the overall GPA. Currently, there are only 4-6 SKS credits (depending on the study programme), although it takes all semester to complete the thesis. Therefore, the panel **recommends** increasing the number of credits for the final thesis.

USU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

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

3.3 Didactical concept

USU ensures that **for all programmes**, the logical and rational concepts of each curriculum are maintained. Instruments and teaching methods are designed and implemented to assist in achieving learning objectives, documented in the learning plan. The teaching methods used in each study programme vary depending on the learning objectives of each course. Faculty members can combine methods such as lectures, discussions, group presentations, project-based learning and case-based learning.

For all study programmes, the faculty encourages lecturers to implement various interactive learning methods to achieve targeted learning outcomes. The utilised teaching methods involve a combination of Teacher-Centred Learning (TCL), Student-Centred Learning (SCL), Problem-Based Learning (PBL) and Project-Based Learning. PBL is a teaching method that employs real projects or activities as a medium. Students engage in exploration, assessment, interpretation, synthesis and information processing to produce various forms of learning outcomes. Case-Based Learning (CBM) or Project-Based Learning (PBL) is a Student-Centred Learning (SCL) model for in-depth investigation of a topic. Teacher-Centred Learning (TCL) is a teaching method where lecturers provide instructional guidance in the classroom, addressing important topics to achieve the respective learning outcomes. Lecturers consistently update lecture materials each semester. Study plans and teaching materials are uploaded to the integrated learning management system.

The courses are designed to provide students with a crucial foundation, followed by specialisation in various economic fields, outlined in the concentrations offered by the programme. The teaching methods include Hybrid, Blended, Student-Centred Learning, Teacher-Centred Learning, Case Method and Project-Based Learning.

Learning assessment is a continuous process used to understand, assess, and improve student learning processes. This is done to examine the results of course achievement (CPMK) with the learning outcomes (CPL). Learning assessments applied include quizzes, (online) assignments, Project-Based Learning (PJBL), Case Method (CM), mid-term exams (UTS) and final exams (UAS).

Course materials

Each course is incorporated into the lecturer's E-Learning system so that lecturers can upload their teaching materials. Students can access these materials online³². On E-Learning, students can download syllabi and teaching materials such as teaching modules, PowerPoint presentations, video links, quizzes and assignments and there are discussion forums between lecturers and students on specific topics.

The teaching materials and relevant literature used by lecturers in the teaching process include textbooks and recent journals. Each lecturer provides the syllabus to students at the beginning of each course. The content delivered follows the syllabus prepared by the lecturers. The textbooks used in the courses are accessible in the faculty and University libraries. The USU eLearning platform enables students to learn synchronously and asynchronously.

Lecturers are required to update lecture materials at the beginning of each semester. The selection and types of didactic materials (print teaching materials, textbooks, digital media) align with the programme's educational objectives. The study programmes regularly evaluate the didactic materials used in the learning process. The didactic materials must be up to date with changes in the external and internal business and management environment. For instance, some courses routinely use case studies and practical projects based on external change issues.

Faculty members are required to update their knowledge through seminars, research and community service. Additionally, many faculty members are involved in activities outside the campus as consultants. This ensures that the materials provided by the faculty are up to date.

Guest lecturers

The **Bachelor Programme in Development Economics** has brought in experienced speakers and practitioners to enhance knowledge on various subjects. This equips students with diverse insights into the application of economic theories in the professional world. Examples include lectures by Bank Indonesia and the Ministry of Finance in the Development Economics Programme. In response to internationalisation, the Development Economics Programme has regularly conducted guest lectures by inviting professors from foreign universities such as Malaysia, Türkiye and South Korea to collaborate with the teaching team in delivering relevant course materials. For instance, a guest lecturer from Türkiye collaborated with the teaching team in delivering the Macroeconomics course on topics like Aggregate Demand (IS-LM Model) and Aggregate Supply and the Short-Run Trade-off Between Inflation and Unemployment.

The **Bachelor Programme in Management** facilitates students in acquiring and understanding knowledge in the field of management and business. To support a comprehensive understanding of business and management concepts, both in theory and

³² see: <https://elearning2.usu.ac.id> (last access on December 18, 2024)

practice, the Management Programme invites guest lecturers from both domestic and international backgrounds to provide insights into management and business practices. These guest lecturers include academics and practitioners from various sectors such as banking, telecommunications, manufacturing, energy, business professionals and entrepreneurs. The experiences shared by guest lecturers expand students' knowledge in various fields and enhance their opportunities in the job market through in-depth knowledge gained.

The **Bachelor Programme in Accounting** regularly invites national and international guest lecturers. Guest lecturers are generally professors from partner universities. The purpose of guest lecturers is to deepen students' understanding of specific accounting issues and research. The Accounting Bachelor Programme has periodically conducted guest lectures by bringing in professors from foreign universities such as from Malaysia. This collaboration involves the teaching team of the programme in delivering relevant course materials.

The **Bachelor Programme in Agribusiness** invites guest lecturers from practitioners and alumni who have worked in relevant industries to the courses taught. For example, in the plantation management course, the programme invites plantation managers as guest lecturers to provide real insights into plantation operations.

Lecturing tutors

The study programmes provide tutorial classes in collaboration with student associations. This is a routine programme to help students understand the materials and applications that support the courses. The programme designates certified students as tutoring instructors for courses related to Microsoft Office, EViews, SPSS and quantitative-based courses.

Practical activities are assisted by students selected as laboratory assistants. Lab assistants help facilitate the practical work, provide feedback on reports and act as tutors to assist students in understanding the material and using data analysis tools.

Appraisal:

The didactical concepts of the study programmes are 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. However, the panel has the opinion that students would profit if more English courses were included at the beginning of the programmes. This would enable students to participate more in international studies of their respective fields. Therefore, the panel **recommends** reflecting on the didactical structure and include more English-related elements.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students via the learning management system. They are user-friendly and encourage students to engage in further independent studies. However, the panel noticed that there are differences between the courses in terms of the topicality of the literature used. Therefore, the panel **strongly recommends** updating the literature and ensuring a continuous updating process for all literature and course materials.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. Many guest lectures are conducted via an online conference. It varies among the programmes whether alumni, practitioners and international guest lecturers are invited. Therefore, the panel **recommends** the faculties to interact more with each other and balance the concepts of inviting guest lecturers into the programmes.

Lecturing tutors 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

The Bachelor programmes have two distinct tracks: the English/international track and the regular track. The English programme is entirely taught in English but has the same content as the regular programme.

The **Bachelor Programme in Development Economics** includes courses with international content and standards, such as Micro and Macro Economic Analysis, International Economics, International Finance and International Trade. The programme encourages students to participate in international mobility exchange programmes. The international content is supplemented through guest lectures and international dedication activities, as evidenced on the EP TV YouTube channel. To support internationalisation efforts, the mandatory University courses include foreign language options for students.

The **Bachelor Programme in Management** aims to equip students with knowledge and skills in international business. To achieve this goal, learning materials incorporate international issues and perspectives, preparing students to face challenges in the international work environment. For instance, case studies are presented in an international context, requiring decision-making skills in managing global competitive environments and addressing international business issues such as intercultural challenges. Courses with international content in the curriculum include International Business, International Financial Management and Global Marketing.

Moreover, the programme encourages students to participate in international student mobility exchange programmes. International-oriented activities include guest lectures and international dedications. Cross-cultural aspects in the curriculum to support internationalisation are manifested in the form of mandatory University courses with an internationalisation focus. Students can choose from several elective courses offered. Additionally, the programme organises a Summer Course that involves students from various

countries and includes activities such as games, discussions, cultural presentations from each country and performances of songs from different countries.

The curriculum of the **Bachelor Programme in Accounting** includes several aspects that support internationalisation and intercultural elements. These aspects are parts of the curriculum and are reflected in the courses provided, such as the course on International Accounting. Several courses are also complemented with practical examples (international case studies) that allow students to gain competencies and skills in line with the learning objectives. In support of internationalisation, the study programme is actively involved in international events, such as the Accounting Global Week held in May 2023 that involved faculty from the Bachelor Programme in Accounting as speakers, with student participation as well. Additionally, the Bachelor Programme in Accounting participated in the 2nd Gulf University International Conference in Accounting and Finance as a co-host and one of the keynote speakers.

The vision of the **Bachelor Programme in Agribusiness** is to become a leading agricultural higher education institution in the development of knowledge, technology and human resources with a primary competency in globally competitive agribusiness. Therefore, the programme implemented internationally standardised courses. The goal is for graduates to be able to link and match with the current Business and Industrial World (DUDI). Some courses containing internationalisation elements include Introduction to Economics, Mathematical Economics, Microeconomic Theory, Fundamentals of Agricultural Extension and Communication, Macroeconomic Theory, Agricultural Economics, Financial Management, Natural Resource and Environmental Economics, Agribusiness Strategic Management, Agribusiness Information System, Managerial Economics, Risk Management, International Trade, Econometrics, Statistics and Agribusiness E-commerce.

In alignment with this vision, the Bachelor Programme in Agribusiness is committed to collaborating with several international institutions, such as Peoples' Friendship University of Russia (RUDN University), University of Florence in Italy, National Pingtung University of Taiwan, Universiti Sains Malaysia of Malaysia, Prince of Songkla University, Universiti Putra Malaysia (UPM), Universitas Malaysia Sabah, The French Agricultural Research Centre for International Development (CIRAD), Nuffic Neso, and Inholland University of Applied Science in the Netherlands. This commitment is reflected through academic meetings, including guest lectures and public lectures, collaborative research activities and community service initiatives.

Internationality of the student body

One parameter for internationalisation in higher education is recruiting the best prospective students from other countries (international students). Therefore, USU holds the International Student Selection (SMI) to select international students who meet the qualifications and requirements to be accepted as USU students in line with the targets set by the Ministry for World Class University.

Efforts to promote the **Bachelor Programme in Development Economics** internationally include organising the International EBIC Conference and a summer course. To support this programme, supporting facilities for international classes have been provided, including international classrooms and faculty members who are graduates from foreign universities.

To support this programme, the faculty has prepared international classrooms. Additionally, efforts to promote the **Bachelor Programme in Management** internationally include organising a summer course.

Efforts to promote the **Bachelor Programme in Accounting** internationally include organising a summer course involving academics and practitioners from various countries, such as the Netherlands, Malaysia, Thailand and Bahrain.

In this regard, the **Bachelor Programme in Agribusiness** is aiming to have international students, supported by international classrooms and faculty members who graduated abroad.

Internationality of faculty

The study programmes encourage faculty members to pursue further studies abroad and collaborate with professors or lecturers from foreign universities for international studies, research and seminars. To enhance international experiences, USU is currently running the EQUITY programme, a collaboration programme from Universitas Sumatera Utara aimed at increasing the University's recognition globally through a series of internationally standardised activities, including sabbatical leave, international mobility staff and post-doctoral programmes.

Faculty members of the **Bachelor Programme in Development Economics** have international academic and professional experience. The programme has some faculty members who are graduates from Germany, Australia, the United States and Malaysia. The experiences of these faculty members provide different perspectives for students receiving instruction in the classroom.

Faculty members of the **Bachelor Programme in Management** have international academic experience, providing students with diverse perspectives. Some faculty members are graduates from universities of Malaysia, as well as participate in international conferences (e.g., in South Korea).

Currently, the **Bachelor Programme in Accounting** has faculty members who completed their education abroad, including in Malaysia and Australia. The overseas learning experiences of these faculty members can provide different perspectives to students receiving instruction in their classes.

Currently, the **Bachelor Programme in Agribusiness** has several faculty members who graduated from foreign countries, including the USA, Malaysia and Australia. The experiences of these faculty members provide different perspectives to students through the teaching process in classrooms.

Foreign language contents

Faculty members of the **Bachelor Programme in Development Economics** have taught some courses using English as the medium of instruction and English-language presentation slides. This includes courses such as Financial Management, Research Methodology and Macro Economic Theory. Currently, the programme is preparing syllabi for courses conducted in English. There are also plans to offer optional classes in English for students who are willing and capable of participating in them.

So far, there are still not many lectures conducted entirely in a foreign language in the **Bachelor Programme in Management**. However, the use of foreign language textbooks, journals, articles, videos and terminology has been implemented. Nevertheless, the programme strives to improve the English language proficiency of its faculty, including through the English Club Programme.

At present, the use of foreign languages has not been fully realised and is only implemented in a few courses in the **Bachelor Programme in Accounting**, such as Introduction to Accounting, Intermediate Financial Accounting and Advanced Financial Accounting. In these courses, instructors deliver the material using English terminology. Practice exercises, quizzes and exam questions are also written in English.

English is used as the language of instruction and in teaching materials for several courses in the **Bachelor Programme in Agribusiness** such as Introduction to Economics, Mathematical Economics, Microeconomic Theory, Fundamentals of Agricultural Extension and Communication, Macroeconomic Theory, Agricultural Economics, Financial Management, Natural Resource and Environmental Economics, Agribusiness Strategic Management, Agribusiness Information System, Managerial Economics, Risk Management, International Trade, Econometrics, Statistics and Agribusiness E-commerce.

Appraisal:

There are sufficient international contents in the curricula of the **four Bachelor programmes**. Students are prepared for the challenges in an international working environment with a focus on the Asian region. Through practical examples, students are enabled to act in an intercultural environment. However, the panel is of the view that the programmes should be further developed in the future. The focus on internationalisation should be included into more courses. For example, the topics on internationalisation and globalisation need to be included into the course outcomes for Marketing (in the BM, BA, BA_g). The indication for internationalisation is currently more one-dimensional. Therefore, the panel **recommends** developing the international contents and intercultural aspects with real intercultural relations and students from the outside.

There are currently no international students in either of the four study programmes. However, the strategy of the University and the study programmes target this in the future. The panel **recommends** setting up a system to attract international students.

There are some lecturers with international experiences or who studied abroad. The University aims to increase international activities of staff in the future. Therefore, the panel **recommends** further developing the internationality of faculty.

Given the strategy of the University for further internationalisation of the study programmes, the proportion of foreign language courses and required foreign language materials does not yet correspond with the qualification objectives. Therefore, the panel **recommends** increasing the use of English language in all four study programmes.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students achieve multidisciplinary competencies and skills through elective courses outside the study programmes at Universitas Sumatera Utara and opportunities for learning beyond the study programmes through the Independent Learning-Campus Independent (MBKM³³) approach. In semesters 1-5, students have the opportunity to take elective courses outside the study programmes within the faculty and Universitas Sumatera Utara. In semester 6, students can engage in MBKM learning, including internships or industrial practices, village projects, student exchanges, research or studies, entrepreneurship, independent studies or projects, humanitarian projects or teaching in schools, as per the study programme's policies. This multidisciplinary learning also provides experiences in effective teamwork, leadership skills, public speaking, group dynamics, negotiation skills, conflict resolution skills and exposure to the international arena.

Students acquire general skills such as communication, public speaking, collaboration and problem-solving through the teaching methods used, emphasizing an active role for students and focusing on them. The semester learning plans (RPS) outline assessment components requiring students to perform various tasks to acquire multidisciplinary competencies and skills. These tasks include case discussions, business feasibility projects, role-playing games, simulations and presentations. Group assignments are frequently given to solve cases and work on projects, leading to conflicts that the groups need to handle effectively. Group tasks are crucial to train students in effective communication, collaboration and knowledge sharing. The study programmes also actively involve students in research and community service activities.

Appraisal:

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

³³ In 2020, the Ministry of Education, Culture, Research and Technology (*Mendikbud*) introduced the *Merdeka Belajar-Kampus Merdeka* programme (MBKM programme, Independent Learning-Independent Campus programme). It aims to give undergraduate students the right to learn outside the home university and the study programme for up to three semesters with the following core elements: (1) internship, (2) project in a village, (3) student exchange, (4) research, (5) entrepreneurial activities, (6) independent study or project, (7) humanitarian project, and (8) teaching in school. The list of activities can be taken from the programmes determined by the government.

		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)

Students of **all four study programmes** are given opportunities to pursue competency certifications and the two-semester MBKM programme is available for them. The curricula undergo periodic revisions to align with job market requirements. In these revision processes, the University also includes the alumni of the study programmes and employers of the graduates to ensure compatibility with market demands. The study programmes also conduct tracer studies to track the success of graduates with regard to employability.

The programmes focus on providing students with communication skills, leadership skills, as well as initiative and ethics to prepare students for the professional world. Furthermore, students learn lifelong learning and innovation skills, technological and information media literacy and life skills for effective and efficient work in the world beyond campus. Selected students are offered the chance to obtain competency certifications, which include big data analysis. Moreover, all four study programmes include internship programmes that contribute to applying theoretical knowledge in practical work settings.

The evaluations by alumni and employers highlight key skills demanded by employers, such as communication, English language proficiency, interpersonal skills, responsiveness to new business practices and technology issues, skills in international business and possessing good morals/ethics.

Moreover, the community service provides them with important skills for their future career paths, such as communication skills, teamwork skills and personal development.

Appraisal:

The promotion of employability – for instance through the internships, community service and competency certifications – runs as a common thread of the study programmes through all courses. The panel learnt that students of the study programmes feel well prepared for the business world and their professional life.

In addition, the programmes enable the students to actively apply the acquired skills in new areas of work and to develop them further. The programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

		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

National regulations state that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service.³⁴ In addition, lecturers are required to have academic qualifications, competencies, educational certificates, be physically and mentally healthy and have the ability to realise national education goals. Additionally, they need to meet the qualifications required by the higher education unit where they work. Based on this, lecturers teaching in Bachelor programmes must have the minimum academic qualifications of being graduates of Master's programmes and lecturers in Master programmes must be graduates of doctoral programmes.

Therefore, the requirements to becoming a lecturer in the Bachelor programmes at USU are:

1. Having academic qualifications of a master's degree which must be in line with the Bachelor and obtained from a university with a minimum B accreditation according to the area of expertise/competence,
2. Cumulative Assessment Index (GPA) of at least 3.00 (scale 4) for domestic graduates.

The lecturer recruitment process begins with the University writing to the faculty regarding the needs of lecturers in the study programmes. The faculty then conducts a meeting with the study programme to determine the required number of lecturers. Subsequently, the study programme completes a form provided by the University outlining these needs.

The recruitment process is announced through official platforms.³⁵ Results of the selection process are published online as well.³⁶ The selection process for teaching staff includes multiple stages: Administrative Screening, Academic Potential Test, Field Competency Test, Psychological Assessment, Interview and Teaching Demonstration.

Lecturers who are recruited for the needs of the study programme, are placed in the study programme and undergo a trial period for a minimum of one and a maximum of two years and participate in pre-service before becoming civil servant lecturers.

Based on the Regulation of the Ministry of Administrative and Bureaucratic Reform³⁷, the academic positions of lecturers, from the lowest to the highest, are as follows:

a. Assistant Lecturer:

Assistant Lecturer is an academic position for lecturers in higher education below the level of lecturer. To obtain the Assistant Lecturer academic position, a lecturer must have a Master's degree, fulfil the primary duty (teaching) for at least one year as a permanent lecturer and meet a minimum credit score of 100 credits.

b. Lecturer/Assistant Professor:

³⁴ Based on Law No. 14/2005

³⁵ see: <https://casn.kemdikbud.go.id/cpns/cpns2023> (last access December 12, 2024)

³⁶ see: <https://www.usu.ac.id/id/pengumuman> (last access December 12, 2024)

³⁷ Reform No. 17 of 2013 concerning the Functional Position of Lecturers and Credit Points

Lecturer or Assistant Professor is an academic position for lecturers in higher education, one level higher than an assistant lecturer. To obtain the lecturer academic position, an individual must have a Master's degree and meet a minimum credit score of 200 credits.

c. Senior Lecturer/Associate Professor:

This is an academic position for lecturers in higher education. The Senior Lecturer academic position can be achieved with a Doctoral (Ph.D.) degree or equivalent, with published scientific work in accredited national journals, or with a Master's (M.Sc.) degree or equivalent, along with published scientific work in international journals. Additionally, the lecturer must have accumulated at least 400 credits at the time of promotion.

d. Professor:

Professor or Full Professor is the highest academic position for lecturers still teaching in higher education institutions. To hold the position of a professor, one must have a Doctoral (Ph.D.) qualification from an accredited and recognised higher education institution. Professors also have a special obligation to write books and scientific works. To attain the position of a full professor, a candidate must have accumulated at least 850 credits at the time of promotion.

In addition to the above four academic positions, there are also lecturers at USU who have not yet obtained an academic position, referred to as Teaching Staff. This designation is given to lecturers newly accepted as non-permanent civil servants at USU through open recruitment announced on the University's website. To obtain the Assistant Lecturer academic position, teaching staff must apply for a credit point assessment from the proposed activities, with a minimum of 150 credits.

The **Bachelor Programme in Development Economics** has 28 permanent lecturers. Among the permanent lecturers, five are full professors, eleven hold Doctoral qualifications and twelve have Master's qualifications. The Faculty of Economics and Business (FEB) at USU supports and facilitates ongoing education for lecturers, including Master's and Doctoral programmes. Currently, five lecturers are pursuing Doctoral education.

The **Bachelor Programme in Management** has 37 permanent (full-time) lecturers and one practitioner as part-time lecturer. Among the full-time lecturers, seven are professors, nine hold Doctoral qualifications and 21 have Master's qualifications. The faculty also supports and facilitates lecturers in pursuing advanced education in Master's and Doctoral programmes. Currently, eight lecturers are pursuing Doctoral education.

The **Bachelor Programme in Accounting** has 25 permanent (full-time) lecturers. Among the 25 permanent lecturers, nine hold Doctoral qualifications and 15 have Master's qualifications and one lecturer is pursuing Doctoral education.

The **Bachelor Programme in Agribusiness** has 24 permanent (full-time) lecturers and one part-time lecturer. Among the permanent lecturers, there is one full professor, eight hold Doctoral qualifications and 15 have Master's qualifications. The Faculty of Agriculture also supports and facilitates lecturers in pursuing advanced education in Master's and Doctoral programmes. Currently, six lecturers are pursuing Doctoral education.

Academic qualification of faculty

The University will verify the academic qualifications of its faculties through its established procedures. This includes checking educational degrees, work experience and other qualifications relevant to the field of study being taught.

Procedures for the appointment and approval as a full professor are regulated in the USU Rector Regulation. Moreover, faculty members with Doctoral degrees are encouraged to promptly pursue the professorship with the support of research funds and community service, along with receiving intensive mentoring. Faculty members still pursuing their Master's degrees are also encouraged to enrol in Doctoral programmes. Therefore, every faculty member at USU can participate in learning programmes or study permits to obtain a Doctoral degree. Procedures related to study duties and study permits at USU are governed by the Rector Regulation.

Academic development for lecturers at USU is routinely conducted by the University through various programmes, including:

- Accreditation document development training,
- Pre-Position/Basic Training,
- Basic Instructional Technique Skills Training (PEKERTI),
- Applied Approach (AA),
- Training on writing indexed scientific articles, patents and intellectual property rights (HKI).

The implementation of PEKERTI and AA for USU lecturers is managed by the Curriculum and Learning Innovation Institute (LINK-UP). Training on writing indexed scientific articles, patents and HKI is managed by the Scientific Writing and Intellectual Property Innovation Institute (LIPIHKI).

Additionally, for career development, USU conducts language proficiency improvement programmes for its lecturers through the USU Language Centre. The University also facilitates and supports lecturers to attend or become speakers at various academic events such as seminars, workshops and training sessions, both nationally and internationally. National and international conferences are regularly organised in the faculties.

The evaluation of lecturers' performance is conducted by the University based on the List of Activities and Credit Points (DUPAK) with the Mechanism for Recognizing the Results of Credit Point Assessment based on the Ministry of Education and Culture's data systems such as PDDikti, SISTER, SINTA, BIMA management information systems. Monitoring and evaluating the performance of research and community service projects that receive grants are carried out by the Research Institute (LPPM) and the Vice Dean for Research, Community Service and Cooperation. Appreciation is given to lecturers who successfully publish scientific articles in reputable journals, often in the form of financial incentives.

Pedagogical qualification of faculty

The USU has established a special unit called the Curriculum and Learning Innovation Institute (LINK-UP) under the coordination of the Directorate of Education Development at USU as a commitment to improving pedagogical qualifications and practices for all lecturers. This unit is responsible for organising training, including Basic Instructional Technique Skills Training

(PEKERTI) and Applied Approach (AA), which are mandatory for all lecturers. Additionally, there are other training programmes such as distance learning methods, case-based learning and project-based learning. Lecturers are also required to have pedagogical certificates from the Ministry of Education and Culture in the form of lecturer certification. USU also facilitates professional certification programmes to enhance and improve the lecturer's portfolio.

For distance learning, evaluations regarding students' perceptions of the learning experience are conducted through the distribution of questionnaires at the end of each semester. This is done to ensure that the teaching process meets teaching standards and student expectations.

Practical experience of faculty

In addition to academic duties, faculty members are involved in various professional activities outside the campus, such as being part of expert teams for provincial, city and district local governments, serving on the board of commissioners in commercial banks, reviewing for the Ministry of Education and Culture and DIKTI, being professional researchers in research institutions, serving as senior advisors in government and non-government institutions and engaging in entrepreneurship.

By integrating practical business experience, faculty members can provide more dynamic and contextual teaching, helping students understand how the learned theory can be applied in everyday practices in the business world.

These are examples in which faculty members' practical business experience can contribute to the development of the study programmes:

- Relevance of course materials: Faculty members with practical business experience can bring real-world context into the classroom, making the material more relevant and connected to actual business situations.
- Use of experience-based case studies: Faculty members can use their personal business experiences to shape case studies that provide direct insights into challenges and decisions faced in everyday business.
- Utilisation of industry networks and connections: With business experience, faculty members often have extensive networks in the industry. This can be leveraged to bring business practitioners, industry leaders or guests from specific business sectors into the classroom, providing students with direct insights and opportunities to interact with professionals.
- Guidance in solving real-world issues: Faculty members with practical business experience can guide students in solving actual problems encountered in the business world, providing practical context to the theories taught.
- Development of project-based learning: Faculty members can develop projects or assignments that simulate real-life business situations, allowing students to apply the learned theory in a practical context.
- Adjustment of material to industry developments: Faculty members who stay connected to the business world update their teaching materials based on the latest developments in the industry, ensuring that students receive up-to-date and relevant information.

Internal cooperation

To enhance the learning process, the study programmes hold regular meetings at the beginning of each semester to discuss the progress of academic activities. During these meetings, evaluations are conducted on the implementation of various programmes, including curriculum design, workshops, formulation of study programme development plans, ensuring class and exam schedules, collaboration in research and community service and the formation of teaching teams along with the development of Semester Learning Plans (RPS) for each course. These meetings also serve as a forum for faculty members and the programme to address issues, discuss programme developments, the teaching and learning process, research and community service.

In research, collaboration among faculty members is facilitated through the formation of research teams based on specialisation areas and interdisciplinary fields from faculty researchers. Similarly, in community service activities, faculty members form service teams based on approved and established service themes.

Student support by the faculty

The faculties, through the study programmes, assign academic advisors responsible for providing support and monitoring students' academic progress. Academic advisors have the responsibility to offer academic advice and consultation to help students overcome non-academic issues they may face. Interaction between students and academic advisors is conducted at least twice per semester. Students also have access to contact academic advisors outside working hours or as agreed upon. The teaching and supporting is evaluated by the students via an IT tool.

In addition to support from academic advisors, the University also provides the One-Stop Application (ASA) service³⁸, an online and offline application to facilitate academic administrative services for students. Types of letters that can be created include requests for thesis supervisor assignments, resumption of active study, late payment of tuition fees, fieldwork practice, gradings and various other academic needs. USU also offers other services such as printing proof of tuition fee payments, creating student USU email accounts, registering for MBKM and more³⁹.

Moreover, USU provides psychological counselling services for students. If students encounter problems beyond the academic context, they can seek assistance through counselling services facilitated by psychologists.

USU facilitates students in distance learning through a website⁴⁰, where students can attend online classes. However, if students access class schedules, course registrations and academic transcripts, they can be traced online⁴¹. The educational staff in the study programmes update information through the website, email, social media, Instagram and WhatsApp as communication channels to ensure the smooth running of the teaching and learning process.

³⁸ see: <https://asa.usu.ac.id/> (last access December 18, 2024)

³⁹ accessible at: <https://ult.usu.ac.id> (last access December 18, 2024)

⁴⁰ <https://kelas.usu.ac.id/> (last access December 18, 2024)

⁴¹ <https://satu.usu.ac.id/> (last access December 18, 2024)

Forms of support are also provided in the form of scholarships for outstanding students and scholarships for students who come from underprivileged families, as well as open opportunities for cross-institutional cooperation for student scholarship programmes. In addition, support is also provided to students in the form of financial support for activities organized by internal campus organizations, as well as financial assistance for individuals who participate in national and international competitions.

Appraisal:

The structure and number of the faculties 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 lecturers, and the very good ratio of lecturers guarantee that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. USU verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification (such as Doctoral programmes) of the faculty members are implemented.

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

The practical business experience of the faculty corresponds to the requirements of the programmes to integrate theory and practice. Some lecturers work part-time and bring in their professional experience, some lecturers have previous work experience in the respective field.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. There is also team teaching and cooperation in the courses and in research activities. Regular meetings of all those teaching in the programmes take place, particularly at the beginning of the semester. However, the panel noticed that there are courses with overlapping areas of content. Therefore, the panel **recommends** intensifying cooperation with regard to the content distribution among the courses in the form of a faculty conference.

Student support is an integral part of the services provided by the faculty, particularly with the academic advisor, but also with the course lecturers. The support is offered on a regular basis and serves to help students study successfully. Moreover, the faculty members are available for the students outside the specified office hours as well. The students expressed that they are fully content with the support they receive. The support is also evaluated on a regular basis.

	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 leadership at USU comprises the Dean, Vice Dean I, Vice Dean II and Vice Dean III⁴². The Dean holds full responsibility for all strategic decisions made in running the faculty organisation. Vice Dean I is tasked with overseeing academic affairs, student affairs and alumni. Vice Dean II handles administrative, financial, human resources and asset management matters. Meanwhile, Vice Dean III is responsible for research, community service and collaborations.

Based on government regulations, the programme chair manages and organises the programme while being accountable to the Dean. The programme chair serves as the operational leader managing various aspects, including the teaching and learning process, supervision and evaluation and providing input based on regulations and implementation guidelines as standards to achieve the programme's vision and mission. In terms of organisational relations, the programme chair is responsible for coordinating the study programme with the faculty.

This includes the following tasks:

- Planning class schedules and evaluating learning outcomes;
- Coordinating the implementation of courses within the programme;
- Coordinating the implementation of educational, research and community service programmes at programme and faculty levels;
- Coordinating the planning, provision and proposal of faculty, educational facilities and infrastructure needs;
- Monitoring the progress of the teaching and learning process according to the curriculum;
- Evaluating the existing programme management system.

⁴² as per the regulations outlined in the Rector's Regulation No. 5 of 2021 regarding the organisation and governance

The programme chair is responsible for monitoring the performance of faculty members in teaching and learning activities and reporting to the Dean. This includes the teaching and learning process, supervision, evaluation and providing feedback based on regulations and implementation guidelines as standards to achieve the vision and mission of the programme.

The programme chair, assisted by the programme secretary, is also responsible for the following operative tasks:

- Formulating concepts and development plans for the study programme;
- Ensuring class schedules, exam schedules and grade input schedules;
- Coordinating the implementation and evaluation of courses within the programme;
- Guiding, supervising and evaluating student activities in the programme to monitor the teaching and learning process according to the curriculum and its evaluation;
- Coordinating programmes related to education, research and community service;
- Guiding, supervising and evaluating student activities in the programme;
- Evaluating the ongoing programme management system;
- Managing other academic activity programmes, finances and human resources.

Process organisation and administrative support for students and faculty

Administrative staff members are responsible for carrying out daily technical activities, such as organising learning activities, providing administrative services to students and managing finances. Administrative staff assist students in academic and student administration services, including handling letters for research purposes, internships, academic leave, graduation registration, as well as managing transcripts and diplomas. Additionally, administrative staff provide student services such as scholarships, fee reduction applications and facilitating student activities.

The responsibilities of educational support staff relate to academic affairs, student affairs, alumni, administrative staff in study programmes, finance and equipment. Educational support staff in academic, student affairs and alumni sections are support staff who provide services to teachers and students, such as scheduling classes, exam schedules, legalising diplomas and transcripts, handling official letters and maintaining the faculty system (performance evaluations of teachers, assessment systems and other academic information). The faculty provides training for all support staff, including Service Excellence Training. The Institute for Education Development and Quality Assurance holds regular training to enhance the skills and knowledge of staff.

Moreover, the University has a staff development programme, including training programmes to improve administrative skills include SOP development training, Excellent Service training, Financial System training, English language training, Librarian training, Academic Information System (SIA) training, Employee Management Information System (SIMPEG) training, Computer Training or Financial Training. Additionally, the study programmes can send their staff to attend workshops or training organised by external parties outside the University and provide opportunities for further education.

USU offers various information systems for students and alumni to facilitate academic activities. Information System of Universitas Sumatera Utara consists of administrative, academic, and academic fields. Administratively, all study programmes use the SATU website in providing information related to lectures, lecture schedules and mid-semester evaluation

and semester evaluation. In addition, Satu USU is a medium for registration of final assignments for each study programme, registration for graduation, filling out documents and tuition payment reports. Universitas Sumatera Utara also provides an Accessible Information System Guide to facilitate the use of available information systems, as follows:

Information System	Types of Information	Links
Academic Information System	USU directory	https://direktori.usu.ac.id/
	Academic Portal	https://portal.usu.ac.id/login/login.php
	USU repository	https://repositori.usu.ac.id/
	ASA USU	https://asa.usu.ac.id/
	SATU USU	https://satu.usu.ac.id/
	E-learning	https://elearning2.usu.ac.id/
Research Information System	SIMPEL USU	https://simpl.usu.ac.id/
	SIPUSTAHA	https://sipustaha.usu.ac.id/
	Talent Publisher	https://talentapublisher.usu.ac.id/
	Library Catalogue	https://digilib.usu.ac.id/
	Electronic Journals	https://library.usu.ac.id/e-journals/
Alumni Information System	Electronic Books	http://buku-el.usu.ac.id/
	USU Green Campus	https://greencampus.usu.ac.id/index.php/id/
	IKA USU	https://ikausu.or.id/
	World Class University	https://wcu.usu.ac.id/en/
Lecturer Information System	SDGs Centre	https://sdgs.usu.ac.id/
	SIMSDM USU	https://simsdm.usu.ac.id/
	USU presence	https://presensi.usu.ac.id/#/

Most of the services have been implemented through an information system so that students and lecturers can get services from anywhere. Additionally, students and lecturers can come to the office or workspace related systems to get further services.

Appraisal:

The programme chair of each study programmes coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

The faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. USU offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

		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

Following applicable regulations, cooperation agreements between the Universitas Sumatera Utara and partners are carried out in two stages. In the first stage, the cooperation agreement is signed at University level by agreeing to a Memorandum of Understanding (MoU) between the Rector as the head of the USU and the head of the partner institution that will be the umbrella for cooperation activities. In the second stage, the signing of the cooperation agreement is carried out at the level of the implementing unit, therefore, the Dean signs the Memorandum of Agreement (MoA) together with the partner's leadership.

Faculties and study programmes follow up on the MoA by implementing the cooperation agreement outlined in the Implementation Arrangement (IA). The implementation of cooperation includes the Tridharma of higher education, such as student exchange, faculty exchange, visiting lecturers, guest lectures, joint research and joint community services. The collaboration provides an enriching experience for both faculty and students who interact with international peers, experience different cultures and gain international exposure. Faculty and student exchanges not only benefit students by interacting with international peers and being taught by international faculty but also offer opportunities for faculty to enhance their competencies internationally. USU has in total 468 MoU/MoA/IA with institutions from 32 countries. These collaborations include partnerships with Universiti Teknologi MARA (Malaysia), Thuyloi University (Vietnam) and domestic universities and institutions, such as Bank Indonesia.

The **Bachelor Programme in Accounting**, **Bachelor Programme in Development Economics** and **Bachelor Programme in Management** have signed several cooperation agreements with HEIs, state/regional companies and business organisations at national and international levels. These collaboration agreements have aim to enhancing expertise in the field through discussions and dialogues with international speakers on global economic issues and therewith maintain the quality of the study programmes.

The collaborations typically focus on the educational domain, including guest lectures, seminars, public lectures, collaborative research, workshops, community service and interactive dialogues related to current socio-economic issues. Additionally, another form of collaboration is the certified Internship Programme under the Independent Campus initiative.

Details of collaborations conducted by study programmes within the FEB with HEIs include:

- Tridharma collaboration with Thuyloi University (Vietnam);
- Teaching activities, such as guest lectures with speakers from the Faculty of Economics and Business, University of Indonesia (Indonesia);

- International community service conducted in Johor Bahru, Malaysia, in collaboration with the Consulate General of the Republic of Indonesia, Johor Bahru.

Furthermore, the study programmes also collaborate with government institutions in conducting research and publications to maximize the local economy, carried out by faculty as experts. Collaborations are undertaken with the City Government of Sibolga, Asahan Regency Government, the Regional Research and Innovation Agency (BRIDA) of Medan City and the Deposit Insurance Agency.

The cooperations with companies sharpen the skills and abilities of students, providing them with new experiences to apply concepts and theories learned during lectures directly in the working world. This activity is known as the Certified Internship Activity within the Independent Campus initiative initiated by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. Companies collaborating with study programmes include PT Telekomunikasi Indonesia (Persero) Tbk Telecommunication Region Medan, PT Bank Syariah Indonesia Tbk and PT. Klik Adzkie Indonesia.

At the international level, study programmes invite The World Bank, while at national level, collaboration is carried out with the Ministry of Finance of the Republic of Indonesia, PT. Sarana Multigriya Finansial (SMF), Bank Indonesia, Bank Indonesia Institute, the National Single Window Agency, the Deposit Insurance Agency and the Capital City Authority. Moreover, workshops are organised by the Downstream Oil and Gas Regulatory Agency (BPH Migas), Bank Indonesia and the Indonesian Economists Association (ISEI) Medan Branch.

The **Bachelor Programme in Agribusiness** has entered into cooperation agreements with HEIs, state/regional companies and business organisations. Twenty-five institutions have contributed to the development of education and the implementation of the Community Service Programme (within the Programme Magang Kreatif or MBKM) in the Bachelor Programme in Agribusiness. Out of these 25 institutions, 64% have contributed as locations for the implementation of MBKM internship activities. These institutions include the National Land Agency of Medan City, PT. Bank Sumatera Utara, PT. Bank Mandiri, PTPN IV, Bank Syariah Indonesia, Palm Oil Research Center (PPKS), Langkat Regency Government, Karo Regency Agriculture Office, PT. Alpha Gemilang Sejahtera, National Research and Innovation Agency (BRIN), PT. London Sumatra Indonesia Tbk Plantation Company, Bulog, Sayurmartua Village-Owned Enterprises (BUMDES), Arih Ersada Village-Owned Enterprises (BUMDES), Nuffic and PT. Alpha Gemilang Sejahtera.

The implementation of cooperation in the Bachelor Programme in Agribusiness also has an impact on the research performance of agribusiness lecturers. The agricultural agribusiness issues in the North Sumatra province extend beyond the Agro-Production sub-sector, requiring the involvement of academics. Emphasising sustainability without neglecting social and economic aspects necessitates precise problem-solving solutions. Addressing this, the Bachelor Programme in Agribusiness has collaborated with several Business and Industrial Partners (DUDI) in North Sumatra Province. Research partners of the Bachelor Programme in Agribusiness include PT. Alpha Gemilang Sejahtera, Bulog, the National Research and Innovation Agency (BRIN), Nuffic and the Palm Oil Research Centre (PPKS).

Apart from research activities, the Bachelor Programme in Agribusiness collaborates with the Government and DUDI in the implementation of Community Service Activities. Community

service collaborations involve partnerships with local governments and Village-Owned Enterprises (BUMDES). Collaboration with local government agencies for community service is also carried out with the National Land Agency of Medan City, PT. PLN UID North Sumatra and the Karo Regency Agriculture Office.

The Bachelor Programme in Agribusiness has also engaged in cooperation with international institutions. The programme has assigned agribusiness lecturers to carry out cooperation activities, including teaching assignments at the National Pingtung University (Taiwan) and the Universiti Malaysia Sabah (Malaysia). Additionally, the Bachelor Programme in Agribusiness collaborated with the Universiti Putra Malaysia (Malaysia) and Prince of Songkla University (Thailand) in implementing a Summer Course themed "Inclusive and Sustainable Palm Oil". International cooperation implementation involving students has also taken place through the Living Lab Programme in North Sumatra with the overarching theme of a sustainable food system project. This activity is the result of collaboration between the Bachelor Programme in Agribusiness, Nuffic Neso and Inholland University of Applied Science of the Netherlands.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions relevant for the **four study programmes** are plausibly presented. The agreements forming the basis of the cooperation are documented in form of MoUs, MoAs and IAs. These include cooperation with other HEIs from other countries (such as in Vietnam, Malaysia and the Netherlands), network with other Indonesian universities (e.g., in form of library cooperation), as well as cooperation with local and national companies and governmental institutions. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

The University offers facilities to support academic activities, including a Convention Hall (300 people capacity), a student hall (1,000 people capacity), an auditorium (2,500 people capacity) and a central library meeting room (200 people capacity). The facilities and infrastructure across the programmes include lecture rooms equipped with projectors, TVs and whiteboards, as well as global internet access through Eduroam. These facilities are accessible to students, lecturers and educational staff. Other available rooms include laboratory rooms for practical

activities, independent study rooms, computer rooms, seminar discussion rooms, library rooms, meeting rooms and lecturer rooms. To support students with disabilities, there are ramps, disabled parking areas, toilets and direct access for administrative facilities.

The University provides internet access at a speed of 4.8 Gbps for the entire campus using Wi-Fi. Students can freely use the internet with their respective accounts within faculty and University premises. The University's Information System Centre (PSI) is responsible for ensuring proper internet access and the overall support system's smooth operation. Internet services at USU use Eduroam, connecting to the iDREN (Indonesia Research and Education Network), a national closed network that links educational and research institutions in Indonesia.

The University offers an auditorium with a capacity of over 1,500 people, a student sports arena with a capacity of 700 people and the Pancasila Building for student activities. Sports facilities such as a healthy centre, basketball court, fitness studio, softball field, volleyball court, badminton court, tennis court, football field, futsal court and the USU mini stadium are also available.

Furthermore, the **Faculty of Economics and Business** provides meeting rooms and conventional halls with capacities ranging from approximately 100 to 200 people, as well as provides learning spaces with projectors, whiteboards and Wi-Fi access, including smart classrooms and an international smart classroom. These facilities are accessible to both students and lecturers. Other available rooms include computer laboratories, seminar rooms, library rooms, meeting rooms, a mosque and faculty rooms. The faculty also offers spaces for extracurricular activities, providing areas for self-study, discussions among students, multimedia rooms, communal spaces and reading rooms.

The faculty also provides laboratories to support the teaching and learning process, consisting of five rooms with a total of 150 computers. There are main auditoriums, such as the Hadibroto Auditorium with a capacity of 350 people, Mikie Wijaya Auditorium with a capacity of 150 people and a multimedia room with a capacity of 50 people.

In the **Faculty of Agriculture**, to support students' extra-curricular activities, rooms such as cafeteria lounges are also available for open and light discussions. The Faculty of Agriculture has several parks equipped with seating and tables in open areas so that students can discuss lectures and other things with extensive internet connection.

Moreover, the Agricultural Faculty has also been equipped with a postgraduate seminar room and hall, which is equipped with air conditioning, TV, Videotron and sound system, which can be used for seminars and discussions, workshops and other academic activities. The postgraduate seminar room has a capacity of 100 participants, while the hall room has a capacity of 200-250 people.

Access to literature

Universitas Sumatera Utara's Main Library occupies an area of 6,090 m² located in the middle of the USU Padang Bulan campus. Since 2006, the library has opened several branches located in the faculties. As of 2017, there have been 13 University libraries, faculty branches, and USU Hospital Branches that have been opened by implementing an integrated service system with the University library. This is possible with the support of available information

technology infrastructure to develop an integrated library system with service point locations spread across campus. The opening of a branch library not only aims to bring services closer to users but also to overcome the limited space capacity of University libraries. In 2012, USU library was accredited with an “A” category carried out by the National Library of the Republic of Indonesia. The USU Library operates from Monday to Friday, offering extended hours on Tuesdays to Fridays. The library opens at 8:00 AM on Mondays, 7:30 AM on Tuesdays to Thursdays, and 7:30 AM to 4:30 PM on Fridays.

Information about the resources owned by the University Library can be accessed through the library's website⁴³. On this site, there are several links to various information sources and learning resources provided by the library and other units within the USU environment, such as the online library catalogue (OPAC), scientific e-journals, scientific e-books, USU Institutional Repository, Resource Guides and USU e-learning. The University library has 82 public-access computer units for users to search electronic information resources.

USU library has a variety of information resources in both print and electronic collections and subscribes to a number of online journal databases. More than 80 % of the library's collection is electronic. The total volume of USU Library collection is 2,231,194 items. The total printed book collection is 492,252 items consisting of 139,012 titles with an average increase of about 13,000 items per year. Electronic books (E-books) are 10,479 titles, electronic journals (e-journals) are 53,616 titles, proceedings (e-Proceedings) are 3,902 titles, theses are 750,000 and dissertations are 800,000 titles in all subject areas managed by USU.

Table 13: List of journals/databases

Springer Link
ScienceDirect
SAGE Journals
ProQuest
JSTOR
SAGE research methods
Taylor & Francis Online
Emerald insight

The University library can be accessed using the USU Proxy application. Members of the USU academic community can access all e-journals and e-books databases from outside the campus network without requiring an ID and password. This can be done by accessing the website⁴⁴ and then logging in using the Single Sign-On (SSO) provided by USU.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the study programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

⁴³ see: <https://library.usu.ac.id/> (last access November 25, 2024)

⁴⁴ see: <http://usuproxy.usu.ac.id> (last access November 25, 2024)

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., journals, databases) is ensured. The literature expressly required for the study programmes 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

Student Services for career guidance and entrepreneurship is provided by Universitas Sumatera Utara through the Cikal unit and Entrepreneurship Incubator that trains students for entrepreneurship and business training. Career guidance can be accessed by students through PJK USU (Labor Service Provider of Universitas Sumatera Utara) which provides information on job vacancies and training to alumni of Labor candidates in accordance with market demand.

The USU Career Expo⁴⁵ is organised by several companies and held at USU Pancasila building as a recruitment activity for USU students. There are exhibitions related to work, access to information and walk interviews that can be attended by students.

Moreover, USU facilitates students by providing counselling and career planning through the Career and Counselling Centre. The unit is assigned to provide:

- Employment information services (information is shared via websites and various social media);
- Training and career development;
- Recruitment services (providing facilities for the registration process, administrative selection, written tests, psychologist tests, psychological interviews and medical check-ups);
- Career guidance and consultation;
- Services for human resource development;
- Services for a tracer study.

Career and Counselling Services is available for students to obtain information related to career and counselling matters. Information on the services and the job vacancies are updated regularly by the centre on its social media.⁴⁶

The USU also provides services through the USU's Research and Innovation Development Agency (BPRI USU). BPRI USU plays a strategic role in providing holistic support to students of the Faculty of Economics and Business (FEB USU) and Faculty of Agriculture (FA) in

⁴⁵ see: USU Career Expo and Car Boot Sale 2024 | Universitas Sumatera utara, last accessed December 5, 2024

⁴⁶ see: <https://www.instagram.com/pjkusu/> (last access October 21, 2024)

developing the skills, knowledge and experiences needed to become successful professionals and entrepreneurs.

The facilities provided by BPRI USU include:

- **Entrepreneurship Information Services:** BPRI USU provides information related to entrepreneurship opportunities and the business world, assisting students in understanding markets, trends and business opportunities.
- **Training and Career Development:** Training and career development programmes are designed to enhance students' skills and preparation for the workforce. This includes soft skills training, competence improvement and preparation for facing challenges in the professional world.
- **Innovation and Incubation:** BPRI USU focuses on supporting innovation and provides incubation facilities for creative ideas. This gives students the opportunity to develop their business ideas and assists in the early stages of business development.
- **Downstreaming and Commercialisation:** BPRI USU assists students in translating their innovative ideas into products or services that can be sold in the market. Commercialisation support is also a focus, ensuring that these ideas can have a positive and economic impact.

By utilising the facilities provided by BPRI USU, the students can develop their potential, both in their professional careers and in running their own businesses. BPRI USU serves as a strategic partner in supporting the vision and mission of the faculties in creating graduates ready to compete and contribute to the business and economic world.

Alumni activities

The Alumni Association serves as a platform that brings together and strengthens the bond between alumni of the USU and current students. The Alumni Association aims to maintain camaraderie, share experiences and support development and progress, including the alumni associations of the FEB and the FP at USU.

Some activities that illustrate the Alumni Association's initiatives include:

- **Reunions and Alumni Meetings:**
 - Organising regular reunion events to strengthen alumni connections;
 - Conducting alumni meetings, both virtually and in person, providing a platform for alumni to share experiences and ideas.
- **Career Development Programmes:**
 - Hosting career development programmes involving alumni as speakers or mentors;
 - Providing information on job vacancies or business opportunities to fellow alumni.
- **Social and Humanitarian Activities:**
 - Engaging in social activities such as fundraising or humanitarian actions involving alumni participation;
 - Contributing to social care programmes in the surrounding community.
- **Collaboration with study programmes:**

- Supporting and collaborating in the development of curricula and the enhancement of education quality in the study programmes;
- Offering input and suggestions to advance the faculty and improve the quality of graduates.
- Educational Events and Discussions:
 - Organising educational events or discussions on current trends in economics and business;
 - Discussing relevant economic and business issues in forums involving alumni, students and industry practitioners.
- Participation in University Events:
 - Attending and participating in major University events such as anniversary celebrations, seminars and other academic activities;
 - Organising special alumni events as part of University activities.

Through these activities, the Alumni Association not only serves as a gathering place for graduates but also acts as a positive agent of change in supporting the development of the faculties and contributing to the community.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. USU provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates on an individual basis, with a focus on entrepreneurship. This is crucial for the study programmes at hand. The activities are planned on a long-time basis, performed regularly and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. USU brings its graduates in contact with representatives from business enterprises at regular events.

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)

USU is a state-owned University. Since 2021, the University has officially obtained a new status as a legal entity, enabling it to autonomously plan and manage its resources. Various funding sources have been acquired, including funding from the Indonesian government through the national budget and University-generated income.

The funding comes from the government in the form of a specific budget, grants, subsidies and collaborative/partnership funds, such as research and community services funds.

The University-generated fund primarily comes from education services provided by the University, such as a single tuition fee (UKT), tuition fees (SPP), institutional development funds (PI), admission fees for independent programmes and others.

The faculties can also collaborate with industries and external partners to obtain additional financial support, such as research funds, scholarships or joint development programmes.

The budget for study programmes is included in the Ministry/Institute Plan and Budget (RKAKL) of the faculty, following the rules set by USU. The budget comprises a work plan, programme and study programme activities. Funding sources include University funding, student tuition fees, government funding and other sources, such as PSKP, research grants or community service grants.

In case students encounter financial challenges during their studies, the University provides an arrangement allowing the payment of tuition fees in instalments. As an alternative funding source, students can apply for scholarships from the government or scholarships from partner companies.

Appraisal:

USU has different sources of income. It is a state-owned University with government funding, but also income from tuition fees, as well as research and professional activities. Therefore, the income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the study programmes.

	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

National regulations⁴⁷ mandate that all higher education units in Indonesia must implement the quality assurance system of Higher Education (SPM Dikti). USU follows this regulation⁴⁸ and established:

- a. USU organises a quality assurance system in the form of systematic activities to improve the quality of USU in a planned and sustainable manner;
- b. Quality assurance is carried out through planning, implementation, evaluation, control and improvement of standards;
- c. Quality assurance is based on USU Quality Assurance System and national standards of Higher Education.

The implementation of the Internal Quality Assurance System (SPMI)⁴⁹ is carried out by USUs Quality Assurance Agency (BPM).⁵⁰ Quality assurance is implemented at multiple levels, including the University, faculty and study programme levels. This approach ensures that development within both the faculty and study programmes is conducted in a systematic, structured and measurable manner. The agency carrying out quality assurance activities at University level is BPM. At faculty and graduate school level, the Quality Assurance Group, as well as at study programme level the quality control group are responsible.

Quality Assurance Board (BPM) not only functions as the institution carrying out internal quality assurance processes but also coordinates monitoring and evaluation activities in both academic and non-academic domains. Additionally, BPM is involved in the preparation and support of accreditation processes for study programmes in USU, whether conducted by national or international accreditation bodies.

The implementation of the Internal Quality Assurance System (SPMI) consists of SPMI Policies, SPMI Manuals, SPMI Standards and SPMI Forms. The SPMI Policies of USU contain various provisions regarding the concept, structure, procedure and organisation of the SPMI. The SPMI Policies also include the procedures for drafting manuals, standard documents and form documents used in the internal quality assurance system. The SPMI Policies are formulated to ensure that the continuous improvement process in each working unit within USU is consistently implemented, providing satisfaction to all stakeholders of USU. Moreover, the SPMI Policies are expected to serve as a foundation for each working unit to achieve the predetermined vision, mission and objectives.

The SPMI Manual of USU is drafted to serve as the standard operating procedure for the implementation of quality assurance within USU. The SPMI Manual ensures that the continuous improvement process functions effectively to identify achievements against standards and enhance the already achieved SPMI standards. The SPMI Manual for Study Programmes follows the Procedures for Determination, Implementation, Evaluation, Control, and Improvement (PPEPP) standards. The PPEPP cycle is expected to be a tool for the study programmes to enhance quality not only in the learning process but also in research and community service.

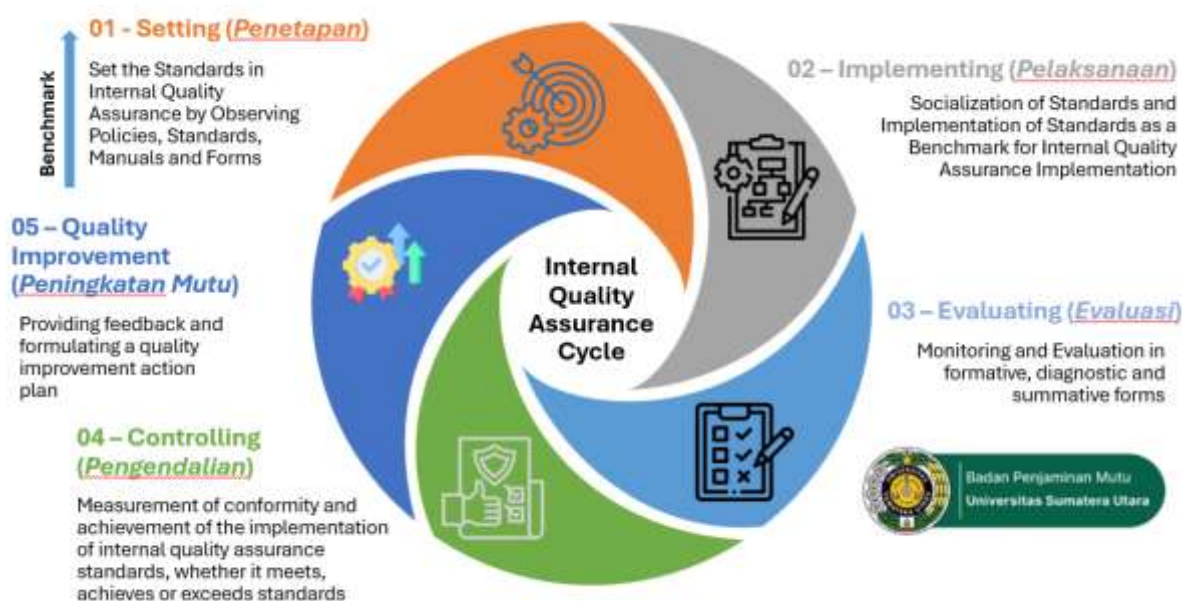
⁴⁷ Law No.12/2012 on higher education system, Article 51-53

⁴⁸ USU PP statute No. 16/2014, Article 61

⁴⁹ Regulated in USU Rector's Regulation Number 4/2021, Article 13

⁵⁰ Home | Quality Assurance Agency Universitas Sumatera Utara, (last access December 9, 2024)

Figure 1: Cycle of PPEPP (Setting-Implementation-Evaluation-Control-Improvement)



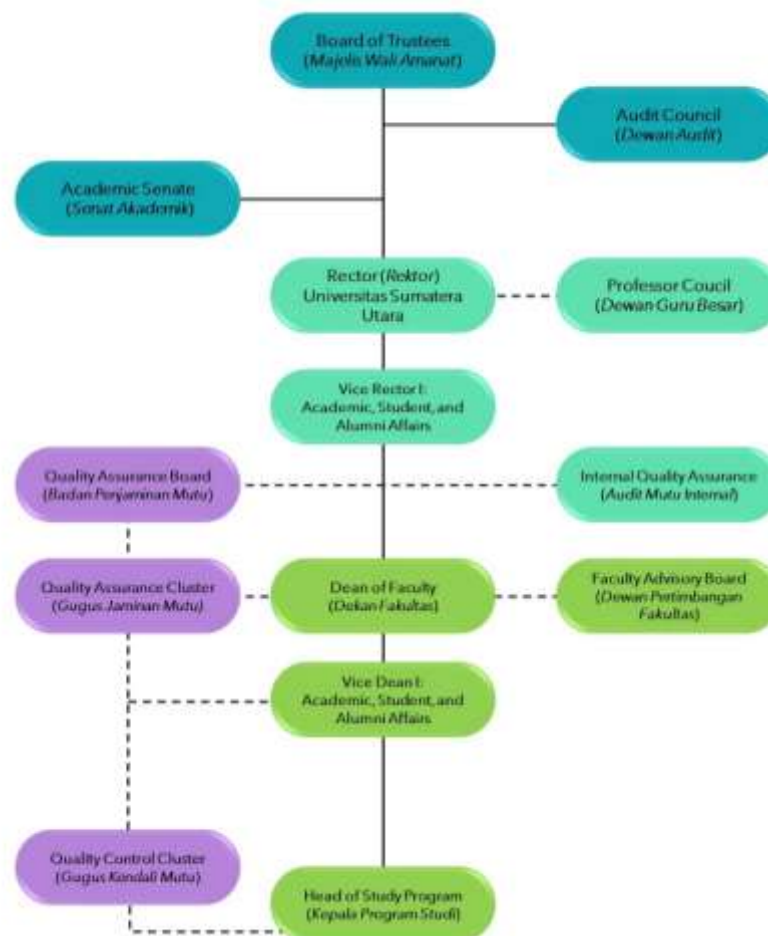
SPMI Standards constitute a set of parameters used as benchmarks for the performance of the system in study programmes, encompassing inputs, processes, outcomes, outputs and benefits to be achieved by them. SPMI Standards include criteria, measurements and specifications for every activity related to academic and non-academic Tridharma. SPMI Standards⁵¹ are developed for University, faculty and study programme level.

The implementation of each standard is measured through main performance indicators and additional performance indicators that have been set. Various activities are conducted, including preparing for the implementation of standards, socialising standards, preparing documents for the implementation of standards and implementing standards as benchmarks for achieving standards in SPMI. The main goal of implementing standards is to build a quality culture for each established standard. The work unit develops a follow-up action plan based on the implementation of standards that have not been achieved according to the findings of internal audits.

SPMI Forms are designed based on the process map at Universitas Sumatera Utara. SPMI Forms consist of Standard Operating Procedures (SOP), Work Instructions (IK) and other supporting forms based on Rector Regulations, Minister of Education and Culture Research and Technology Regulations. The purpose of SPMI Forms is to maintain and improve well-documented quality. Additionally, SPMI Forms are used as documentation for the overall implementation of the Tridharma process and as instruments for the correction process in the study programmes.

⁵¹ These standards are based on the National Higher Education Standards outlined in Ministerial Regulation No. 3 of 2020 and the assessment standards of the National Accreditation Board for Higher Education (BAN-PT), which is the executor of the External Quality Assurance System (SPME), as well as Rector Regulation No. 15 of 2020.

Figure 2: Implementation of Internal Quality Assurance



The Internal Quality Assurance System (SPMI) consists of five cycles:

1. setting standards,
2. implementing standards,
3. evaluation (implementation) of standards,
4. control (implementation) of standards, and
5. improvement of standards.

Within each quality control cycle, multiple evaluations are conducted, including:

- (1) Monitoring and Evaluation (Monev) and
- (2) Internal Quality Audits.

Internal Monitoring and Evaluation are systematically, independently, structurally, followed up and continuous to ensure the implementation of academic and non-academic quality standards. Monitoring and evaluation are carried out regularly, including all surveys of learning activities, student satisfaction surveys, faculty and staff satisfaction surveys. The results are analysed and followed up for programme improvement.

Monev encompasses various types of evaluations:

- Formative Evaluation, which is carried out while an activity is ongoing:

Formative Monitoring and Evaluation are carried out in each SPMI implementation cycle with the aim of optimising the implementation of policies, standards, manuals, and SPMI forms so that the implementation aligns with the established documents. Formative Monev is carried out for one year, from the beginning of the odd semester to the end of the even semester in the academic year. Formative Monev for academics is conducted by managers or structural officials at the faculty and programme study levels, assisted by GJM and GKM. The results of formative Monev will depict the existing conditions of the programme study in achieving the standards.

- Diagnostic Evaluation, which is conducted to identify the current condition:
Diagnostic Monitoring (Monev) is carried out with the aim of identifying obstacles in the implementation of established SPMI standards. Through the identification procedure of obstacles experienced by each programme, improvements and fulfilment of the implementation of each SPMI, both academic and non-academic, are made. Diagnostic Monev is assessed based on performance assessment indicators. Diagnostic Monitoring identifies barriers, improvements and fulfilment of the implementation of each standard within the SPMI, which has been specified within one academic year. The results of diagnostic Monev can be analysed as a basis for making improvements.
- Summative Evaluation, which assesses completed activities.
Summative Monitoring is conducted when the implementation of standards in SPMI has been completed, so that achievements can be measured, and improvements can be made in the next cycle. Summative Monev is an assessment carried out with the aim of evaluating the management of the programme of study. Summative Monitoring is carried out through system audits and conformity audits, the results of which are summarised and included in the AMI report.

USU has several quality auditors who have obtained certification from the Ministry. Those auditors can certify other staff members to be quality auditors for internal quality audits. Internal quality auditors are appointed through the Rector's decree to ensure independence and conflict-free interest of quality auditors. Academic activity units such as study programmes, faculties/Graduate Schools are audited by quality auditors, while non-academic activity units such as bureaus, directorates, agencies and institutions are audited by internal supervisory bodies.

Internal Quality Audit is carried out through the stages of System Audit and Conformity Audit, namely:

1. System Audit

Review, assess the availability of documents, data and information presented by the study programme and/or faculty in the audit documents that have been previously submitted, before conducting a suitability audit (field assessment) to the study programme/faculty to be audited.

2. Compliance Audit or field assessment

Examination and assessment in place (study programme/faculty) conducted by the Auditorium to verify, validate and complete the data and information presented by the study programme or faculty in the audit documents that have been previously submitted.

Quality assurance in the study programme is the responsibility of the head of the study programme assisted by the Quality Control Group (GKM) at study programme level. GKM

coordinates with the Quality Control Group (GJM) in the faculty. The entire series of phases of the quality cycle is carried out by GKM of the study programme by reporting it to the head of the study programme. In each cycle, statistical data from each study programme is checked. The data examined using internal quality audit instruments include those related to students, lecturers, curriculum and learning process. GKM ensures the readiness of lecturers to teach through RPS created by each teacher and evaluates whether exam questions, course assignments, course projects and case study evaluations are in line with the specified learning outcomes.

The results of internal quality audits are documented in reports. Follow-up actions are implemented continuously as outlined in the follow-up plan for each cycle, based on findings from the internal quality audits.

Activities in the quality improvement cycle are one of the follow-up actions for the implementation of standards in SPMI (SN-DIKTI) by conducting control meetings and follow-up plans (RP-RTL) at faculty level. RP-RTL is carried out by utilising the results of the Internal Quality Audit and considering other inputs from stakeholders with the aim of formulating improvement plans carried out by University leaders. RP-RTL is in the Control phase, which aims to assess the effectiveness of the quality system and make continuous quality improvements in the ongoing cycle. The standard improvement process aims to achieve continuous quality improvement through Management Review Meetings. Universities and work units can develop various policies for continuous improvement.

Moreover, the Faculty of Economics and Business and the Faculty of Agribusiness regularly invite representatives from businesses, as well as graduates of the programmes to review the study programmes and processes and provide input for further quality improvement or adaption to the needs of the labour market.

Evaluation by students

Academic evaluation encompasses various aspects, including course materials, lecturer competencies, administration and infrastructure. The teaching and learning process is periodically assessed by students. The evaluation covers questions about course content, planning and implementation throughout the semester. Other related aspects are also included in the evaluation, such as learning infrastructure, teaching methods, facilities and the University's academic support. The evaluation results are then distributed and reported to the head of the study programme, faculty and the University for discussion to facilitate necessary improvements. Further, a coordinated survey is conducted to check and evaluate key performance indicators periodically. The test results are announced to students and then followed by a follow-up plan by the study programme. In addition, the evaluation results are also listed on the website in connection with the achievement of key performance indicators, especially on student standards.

The evaluation is conducted by the GKM (Quality Control Unit) and the study programme management through the student academic portal at the end of each semester. The evaluation of courses is done with a questionnaire which is disseminated to students after their final semester exam. Student performance assessments of lecturers are a requirement for students to access their grade information. Students cannot fill out the study plan card (KRS) or access exam scores until they submit the anonymous evaluation. The study programme assists the GKM recap and analyses the results of this questionnaire. The examination related to the

adequacy of the study load of each course is carried out by the curriculum team in the study programme. The results of this recapitulation are analysed by GKM and discussed at the study programme meeting.

The evaluation results serve as an initial indication of how the learning process has progressed during a semester. In addition to the SSO system, student evaluations are also periodically conducted through meetings between administrators and students. This is a follow-up to online evaluations that provide students with the opportunity to have direct dialogue with administrators, discuss evaluation results and address actual issues. As a follow-up, the evaluation results are used by the study programme management and GKM to improve the quality of the teaching and learning process. Students are notified regarding the results and the measures taken through announcements posted on the bulletin board on each study programme and uploaded on the website.

Evaluation by faculty

All lecturers can provide input in the form of corrections and suggestions at the evaluation meeting in each study programme held at the end of the semester. At the beginning of the semester, each study programme conducts preparatory meetings for the upcoming semester. On this occasion, all lecturers can also provide views and input on the implementation of the upcoming semester.

The minutes of the evaluation meeting at the end of the semester and the preparatory meeting at the beginning of the semester are studied by the head and secretary of the study programme to decide which proposals can be directly followed up at study programme level and which proposals will be brought to the faculty work meeting to be discussed with the heads of the faculty. All follow-ups discussed in this meeting are sent back to the study programmes in the form of meeting minutes. These follow-ups are then displayed on the bulletin board in the lecturers' meeting room and uploaded to the website for wider accessibility.

External evaluation

External quality assurance is carried out through evaluations of alumni, user satisfaction with graduates and stakeholders. The University establishes a unit, namely the Directorate of Student Affairs and Alumni, which is responsible for conducting tracer studies on alumni who have graduated within one to three years and conducting studies on industries that employ University graduates. Alumni can evaluate their studies in relation to their current professional positions. The evaluation aims to determine the correlation between the curriculum of the programme and the market. Evaluation reports are presented to the head of the programme. At faculty and study programme levels, evaluations of graduate users and stakeholders are also carried out by organising Focus Group Discussions (FGD) to discuss user satisfaction and user evaluations of the curriculum, as well as suggestions for improvements. Additionally, alumni and employers provide input on institutional development, learning processes and the enhancement of student and graduate skills.

The evaluation results from alumni and stakeholders are then documented by the Student Affairs and Alumni Division to receive follow-ups through activities involving teachers, students, alumni and stakeholders. The results of graduate performance evaluations will be followed up in various ways, including reviewing or updating the curriculum and syllabi, developing teaching methods, improving the academic atmosphere, enhancing administrative services, improving the knowledge and skills of teachers and enhancing facilities and infrastructure.

Programme Description

All information related to the study programme and faculty is accessible through their respective websites. Additionally, inquiries can be directed to relevant divisions at Universitas Sumatera Utara, such as the academic bureau or the integrated service centre, via phone or email. Academic and programme-related information, as well as activities conducted by study programmes, are also available to the public through websites and social media platforms like Instagram and TikTok. If necessary, this information is documented and printed by USU Press, while the public relations department disseminates it through relevant print media.

Moreover, with the current One USU Single Sign-On (SSO) system, most documents and academic and non-academic activities are automatically recorded in the system, such as subjects, learning outcomes, semester lesson plans, learning contracts, the number of courses, academic regulations, curriculum, teaching processes, consultation processes, exams, assignments and thesis exams. Students can access academic records, ongoing semester activities, financial matters and other related information through the Single Sign-On platform using their active accounts. Additionally, programme documentation content and descriptions can be accessed through the updated Academic Guidelines published at the beginning of each academic year in a book provided to all new students.

Furthermore, the programmes provide a Curriculum Handbook and Student Guidebook. All regulations regarding lectures, exams, graduation, code of ethics and academic sanctions are outlined in the Academic Guidelines. Through the Learning Management System (LMS), the programme periodically provides information on semester lesson plans, teaching materials, assignments, quizzes, exams, exam regulations and attendance. Information related to academic activities is communicated through an academic calendar published by the University as a guide for all relevant units.

Information on activities during the academic year

The University publishes an annual academic calendar to serve as a guideline for the entire academic community. This calendar outlines schedules for registration, semester exams and other key activities at Universitas Sumatera Utara. General information about the programmes, such as activities during the academic year, academic calendars and the latest news, can be viewed on the website and official Instagram account.

The academic calendar is available online on the respective programme's website. It contains information about guidelines for academic activities, research, community service, human resource development, student activities, guidelines for character education activities for new students, research collaboration, graduation, alumni meetings, summer courses, faculty research and service activities, guest lectures and workshops. Academic and non-academic information can also be obtained through the website and social media accounts on YouTube, Instagram and Facebook.

- USU Website: <https://www.usu.ac.id/en>
- Faculty of Economics and Business Website: <https://feb.usu.ac.id/en>
- Faculty of Agriculture Website: <https://fp.usu.ac.id/en>
- Accounting Programme Website: <https://feb.usu.ac.id/en/bachelor-accounting>
- Development Economics Programme Website: <https://feb.usu.ac.id/en/bachelor-development-economics>

- Management Programme Website: <https://feb.usu.ac.id/en/bachelor-management>
- Agribusiness Programme Website: <https://fp.usu.ac.id/en/undergraduate-programme-in-agribusiness>

Appraisal:

A structured quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate and graduate employment. Responsibilities are clearly defined within the University structure. Additionally, graduates and representatives from the business world are very engaged and included into the quality management structure to plan and assess quality assurance and development procedures on a regular basis. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

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

The study programmes' contents, curricula and examination schemes have been suitably documented and published, such as in a student handbook, the academic calendar or on the website.

USU regularly publishes current news and information about the study programme on its website and on social media.

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

Quality profile

HEI: Universitas Sumatera Utara, Indonesia

Bachelor programme: Bachelor of Accounting (BA), Bachelor of Development Economics (BDE), Bachelor of Management (BM), Bachelor of Agribusiness (BAg)

		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")		BAg	BA, BM, BDE		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		BAg	BA, BM, BDE		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X			
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)		BM	BAg, BA, BDE		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

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