

Decision of the FIBAA Accreditation and Certification Committee



17th Meeting on March 12, 2025

PROGRAMME ACCREDITATION

Project Number:	23-061
Higher Education Institution:	Universitas Gunadarma
Location:	Depok City, West Java, Indonesia
Study programme:	Bachelor of Psychology (<i>Sarjana Psikologi (S.Psi)</i>) Bachelor of Communication Science (<i>Sarjana Ilmu Komunikasi (S.I.Kom)</i>)
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.

Condition:

- **Condition 1** (see chapter 1.2): The HEI provides a comprehensive strategic plan for international orientation, which includes methods for integrating an international perspective into the curriculum of study programmes and international orientation.

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

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on June 05, 2025

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

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

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

Assessment Report

Higher Education Institution:

Universitas Gunadarma, Indonesia

Bachelor programmes:

Bachelor Programme in Psychology

Bachelor Programme in Communication Science

Qualification awarded on completion:

Bachelor of Psychology (*Sarjana Psikologi (S.Psi)*)

Bachelor of Communication Science (*Sarjana Ilmu Komunikasi (S.I.Kom)*)

General information on the study programmes

Brief description of the study programmes:

BPPsy: The BPPsy is a 4-year undergraduate programme requiring 150 SKS credits and follows a semester-based system. The curriculum covers key psychology fields, including Industrial and Organisational Psychology, Clinical Psychology, Developmental Psychology, Educational Psychology, and Social Psychology. It is designed to develop students' knowledge, skills, and attitudes, preparing them for a general psychology career with practical applications in various settings.

BPCOMS: The BPCOMS is a 4-year undergraduate programme requiring 147 SKS credits and follows a semester-based system. Graduates of BPCOMS are prepared for careers as Communication Researchers, Digital Broadcasters, Digital Journalists, Photographers, Digital Marketing Public Relations, and Digital Media Specialists.

Type of study programmes:

Bachelor programme

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

BPPsy: 4 years / 150 SKS credits / 240 ECTS credits

BPCOMS: 4 years / 147 SKS credits / 235.2 ECTS credits

Mode of study:

full-time

Didactic approach:

Study programmes with obligatory class attendance

Double/Joint Degree programme:

No

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

BPPsy: One at a time, 40 parallel classes, programme enrolment capacity 1,200 students

BPCOMS: One at a time, 25 parallel classes, programme enrolment capacity 1,000 students

Programme cycle starts in:

Other start date: August

Initial start of the programmes:

BPPsy: 1996

BPCOMS: 2009

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor Programme in Psychology (BPPsy) and Bachelor Programme in Communication Science (BPCOMS) was made between FIBAA and Universitas Gunadarma on November 2, 2023. On April 15, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Ute Beyer

Federal Employment Agency, Germany

Senior Expert Personnel Development/Competence Management, Psychologist (Freelance)
(Psychology, psych. diagnostics, personnel development, therapy, competence management, AC, coaching, counseling)

Shana Körner

Berlin University of Applied Sciences

Student Business Communication B.A. (*written procedure*)

Ph.D. S. Rouli Manalu

Diponegoro University, Tembalang, Indonesia

Assistant Professor in the field of Communication Science, Head of Undergraduate Program in Communication Science

Dr. Maria Ochwat

University of Szczecin, Poland

Assistant Professor for Communication Sciences and Public Relations

Prof. Dr. Simone Schuetz-Bosbach

Ludwig-Maximilians-University Munich, Germany

Professor for Experimental Neuro-Cognitive Psychology

FIBAA project manager:

Yuliia Bleshmudt

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 24-26 September 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 February 18, 2025. The statement on the report was given up on February 28, 2025. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

The Bachelor of Psychology (BPPsy) and Bachelor of Communication Science (BPCOMS) offered by Universitas Gunadarma fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 12 March 2025 and finishing on 11 March 2030, under one 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 the² international orientation of the study programmes design. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1** (see chapter 1.2): The HEI provides a comprehensive strategic plan for international orientation, which includes methods for integrating an international perspective into the curriculum of study programmes and international orientation.

Proof of meeting these conditions is to be submitted by 11 December 2025.

Furthermore, the quality requirement(s) that have not been fulfilled – (internationality of the student body, internationality of faculty, foreign language contents) – 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 identified several areas where **all programmes** could be further developed and **recommends**:

- Considering the inclusion of more courses aimed at developing intercultural skills and competencies (see chapter 1.2);
- Enhancing the promotion of admission procedures for international students, ensuring a clear, streamlined, and user-friendly application process (see chapter 2.1);
- Including more intercultural subjects in the study programmes (see chapter 3.4.1);
- Developing a strategic plan to attract more foreign students with clear targets and attractive measures (see chapter 3.4.2);
- Inviting more guest lecturers from abroad and having more lectures with international background (see chapter 3.4.3);
- Ensuring that the courses planned to be taught in English are indeed delivered in English, while also expanding the availability of materials in English and enhancing students' presentation skills in English language (see chapter 3.4.4);
- offering specialised teaching courses, such as training in innovative teaching methodologies, digital pedagogy, and student-centered learning approaches (see chapter 4.1.3);
- Expanding the library's collection by adding more international e-journals and databases to further enhance access to global academic resources (see chapter 4.4.2);

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

- Developing a dedicated, university-managed information system for student evaluations, replacing the current reliance on Google Forms (see chapter 5.2.1);
- Creating a system to collect feedback from third parties, e.g., media, PR agencies or PR departments in different companies, advertisement agencies or departments of advertisement or marketing in different companies, Human resources departments, NGOs, special psychological support/aid centres, etc. (see chapter 5.2.3).

For **Bachelor of Communication Science**, the panel **recommends**:

- Providing a clear connection between the graduate profile and the group of courses that support it, ensuring a balanced allocation of credits for each competence in the curriculum (see chapter 3.1.1), and
- Inviting more representatives from the industry (practitioners), as guest lecturers. (see chapter 4.1.4).

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

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

Information

Information on the Institution

Universitas Gunadarma (“UG” or “University”) was established in 1981 as the Computer Science Education Centre and became a university in 1996, following approval by the Indonesian Ministry of Education and Culture. Since then, it has continuously evolved. Its vision is to achieve international recognition as a leading private university through excellence in teaching, research, and community service, contributing to national competitiveness through continuous improvement.

The vision of UG is to become an internationally recognised private university based on excellence in teaching, research and community service activities that contribute to the country’s competitiveness with continuous improvement. Furthermore, the University aims to get an international reputation in higher education.

UG offers 42 study programmes, including five vocational programmes, 21 Bachelor’s programmes across nine faculties, two professional programmes, ten Master’s programmes, and four doctoral programmes. As of the date of the self-evaluation report (the “SER”)³, the University had 39,065 students and 1,598 academic staff. The University incorporates sustainable development goals (SDG) into its strategy.

UG received accreditation “B” (Good) from BAN-PT⁴ in 2009 and achieved “A” (Very Good) status in 2014. Among 3,205 accredited institutions in Indonesia, it is one of 83 with excellent accreditation. In 2023, it was further recognised with “Excellent” accreditation by the Ministry of Education, Culture, Research, and Technology of Indonesia (the “Ministry”).

UG aims to be a globally oriented private university by 2027, promoting sustainable development through adaptive, transformative, and innovative governance while strengthening national competitiveness. Programme-specific visions, missions, and objectives are shaped through collaboration with internal and external stakeholders, including faculty, students, alumni, and employers, ensuring diverse perspectives are integrated.

Bachelor of Psychology (BPPsy)

The BPPsy is under the Faculty of Psychology, was established in 1996 following a decree by the Ministry. The programme holds an A (“Excellent”) accreditation from BAN-PT, reflecting its commitment to high-quality education. The envisions of BPPsy is becoming a globally oriented programme that contributes to sustainable development through teaching, research, and community service. The programme aims to enhance national competitiveness in psychology with an interdisciplinary approach, especially integrating information technology.

Its key missions include:

1. Offering innovative and transformative education to produce highly competent graduates, aligned with societal growth and global demands.

³ p.9 SER as of March 2024.

⁴ BAN-PT stands for Badan Akreditasi Nasional Perguruan Tinggi, which is the National Accreditation Agency for Higher Education in Indonesia. It is responsible for accrediting higher education institutions and their study programmes to ensure quality and standards are met.

- Promoting research activities at both national and international levels to advance human welfare.
- Engaging in community service to improve quality of life and contribute to sustainable development.
- Building national and international partnerships to strengthen global competitiveness while preserving national identity.
- Implementing adaptive and modern governance through the development of an interdisciplinary digital ecosystem to enhance program performance.

Bachelor of Communication Science (BPCOMS)

The BPCOMS was established on April 3, 2009, by the Decree of the Minister of Education and Culture No. 1350/D/T/2009. It has consistently maintained high accreditation standards, receiving an A-level accreditation in 2017 and again in 2022, valid until October 11, 2027, issued by BAN-PT. The BPCOMS envisions becoming a globally oriented and high-quality programme by 2027. It aims to contribute to sustainable development through innovative, responsive, and adaptive education, aligning with national competitiveness and the tridharma⁵ of higher education. Its mission includes:

- Providing innovative and transformative education to produce ethical and skilled graduates in digital communication.
- Conducting research in digital communication to foster critical and ethical thinking in science and technology.
- Engaging in community service to enhance societal well-being and sustainability.
- Establishing national and international partnerships for research and development in digital communication.
- Implementing modern, transparent, and responsive programme management to adapt to environmental dynamics.

Statistical data

Table 1 Statistical Data of Bachelor of Psychology (BPPsy)

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
# Study Places offered by HEI		1000	1200	1200	1400	1700	1700	1400
# Applicants	Σ	1178	1308	1324	1,591	1808	1744	1432
	F	923	973	981	1,254	1,435	1,355	1,135
	M	255	335	343	337	373	389	297
Application rate		84.89%	91.74%	90.63%	87.99%	94.03%	97.48%	97.77%
# First-Year Students (accepted applicants)	Σ	813	1004	1100	1214	1699	1629	1246
	F	590	738	820	936	1,368	1,291	949
	M	223	266	280	278	331	338	297
Rate of female students		72.57%	73.51%	74.55%	77.10%	80.52%	79.25%	76.16%
# Foreign Students	Σ	2	1	0	0	0	0	0
	F	0	1	0	0	0	0	0
	M	2	0	0	0	0	0	0
Rate of foreign students		0.25%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%
Percentage of occupied study places		81.30%	83.67%	91.67%	86.71%	99.94%	95.82%	89.00%
# Graduates	Σ	570	650	551	0	0	0	0
	F	443	539	497	0	0	0	0
	M	127	111	54	0	0	0	0
Success rate (students who finished their studies)		70.11%	64.74%	50.09%	0.00%	0.00%	0.00%	0.00%
Dropout rate (students who dropped their studies)		10.21%	5.88%	2.45%	0.91%	1.29%	0.49%	0.64%
Average duration of study (in semester)		8.7	8.27	8.01	0	0	0	0
Average grade of final degree (scale of 4)		3.46	3.54	3.66	0	0	0	0

⁵ In the context of Indonesian higher education, *Tridharma* refers to the "Three Principles of Higher Education." These principles are fundamental to the mission and activities of universities and higher education institutions in Indonesia. The *Tridharma* encompasses education, research, and community service.

Table 2 Statistical Data of Bachelor Programme in Communication Science (BPCOMS)

		2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
# Study Places offered by HEI		600	800	1000	1200	1400	1500	1200
# Applicants	Σ	756	863	1203	1.303	1407	1608	1385
	F	402	485	642	699	794	863	877
	M	354	378	561	604	613	745	508
Application rate		79.37%	92.70%	83.13%	92.10%	99.50%	93.28%	86.64%
# First-Year Students (<i>accepted applicants</i>)	Σ	491	728	908	1007	1270	1429	1043
	F	238	336	447	511	705	746	574
	M	253	392	461	496	565	683	469
Rate of female students		48.47%	46.15%	49.23%	50.74%	55.51%	52.20%	55.03%
# Foreign Students	Σ	2	1	0	0	0	0	0
	F	0	1	0	0	0	0	0
	M	2	0	0	0	0	0	0
Rate of foreign students		0.41%	0.14%	0.00%	0.00%	0.00%	0.00%	0.00%
Percentage of occupied study places		81.83%	91.00%	90.80%	83.92%	90.71%	95.27%	86.92%
# Graduates	Σ	344	415	282	0	0	0	0
	F	148	174	101	0	0	0	0
	M	196	241	181	0	0	0	0
Success rate (<i>students who finished their studies</i>)		70.06%	57.01%	31.06%	0.00%	0.00%	0.00%	0.00%
Dropout rate (<i>students who dropped their studies</i>)		13.24%	6.87%	1.87%	0.10%	0.08%	0.00%	0.00%
Average duration of study (in semester)		8.67	8.56	8.08	0	0	0	0
Average grade of final degree (scale of 4)		3.91	3.68	3.78	0	0	0	0

Appraisal:

In general, there is an increase in the number of applicants and study places over the years, with fluctuating application rates. Female student enrollment remains relatively stable at around 50%, while the proportion of foreign students is consistently low. Success rates vary. The percentage of occupied study places remains high, reflecting strong demand. However, data on study duration and final grades is incomplete in later years.

The length of study is approximately eight semesters, meaning that students who entered in 2020 are expected to graduate in August 2024. This is why the number of graduates and success rate were not provided when we submitted the SER.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

BPPsy has embraced and developed an outcome-based education curriculum. The Programme Education Objectives (the “**PEO**”) are aligned with graduate profiles, ensuring that the programme outcomes meet the National Standards of Higher Education (SN DIKTI) set by the Ministry. The programme's learning outcomes are structured around four key areas: (i) Attitudes, (ii) Knowledge, (iii) Specific Skills, and (iv) General Skills. Additionally, they adhere to the Decree of the Indonesian Association of Higher Education in Psychology (AP2TPI) No: 01/Kep/AP2TPI/2015.

According to the PEOs the graduates:

- (1) acquire high moral integrity, respecting human dignity in a professional and respectful manner;
- (2) have an adequate understanding of universal and local (Indonesian) psychological concepts and theories;
- (3) develop enthusiasm to work using the principles of scientific and practical thought processes in accordance with the provisions of the Indonesian Psychology Code of Ethics;
- (4) have the ability to provide psychological solutions to individuals, groups, organizations, and society without distinction of ethnicity, religion, race, age level, or gender problem type, socio-economic-cultural status;
- (5) acquire knowledge and skills in psychology in general, accompanied by an interdisciplinary approach, especially in information technology, to produce psychology graduates with adequate intellectual abilities and skills in the field of psychology.

Programme Learning Outcomes (**PLO**) are:

PLO1	To have moral values of pluralism and empathy by showing behaviour based on noble moral values, respecting differences and being empathetic.
PLO2	Understanding Psychological Concepts and Theories which include major theoretical concepts regarding human mental processes and functions in various aspects of life, mastering basic statistical techniques and psychological measurements through conventional and electronic approaches as well as basic research methodologies, mastering basic concepts and principles -principles of psychodiagnostics, mastering theoretical concepts about psychological interventions and mastering procedures for scientific writing according to the standards of the American Psychological Association (APA).
PLO3	To have the assessment skills through interviews, observations, and psychological tests both conventionally and with technological mediation that are permitted in accordance with psychodiagnostics principles and the Indonesian Psychology Code of Ethics.
PLO4	To have the ability to carry out psychological measurements by developing psychological measurement instruments based on psychometric principles enriched with approaches through technology, especially information technology.

PLO5	To be able to solve non-clinical psychological problems and behavioural problems, as well as presenting alternative problem solutions.
PLO6	To be able to carry out psychological interventions using counselling, psychoeducation, training, and other permitted intervention techniques based on theoretical concepts in psychology and the Indonesian psychology code of ethics.
PLO7	To be able to carry out rapport and build effective professional relationships as well as build healthy interpersonal relationships, both directly and through electronic media such as via the internet.
PLO8	To have communication skills by conveying ideas in writing, presenting presentations effectively, and using information technology responsibly.
PLO9	To be able to conduct psychological research using quantitative research methodology (at least with descriptive or inferential bivariate statistical analysis, as well as non-parametric for observed variables), and with generic qualitative research methodology.
PLO10	To be able to analyse human behaviour influenced by technology; especially information technology so that it can take an interdisciplinary approach with other sciences, especially in the fields of human computer interaction and computer-based learning.
PLO11	To be able to plan and develop career and personal development (career and personal development).
PLO12	Understands the principles of professional ethics and the psychology code of ethics and be able to take responsibility for work results based on the Indonesian psychology code of ethics.

The BPPSy equips graduates with skills for various roles:

Graduate profile	Skills
Human Resource Management Personnel	Develops analytical skills in HR, including online recruitment, selection, and training using IT tools.
Educators	Prepares graduates to assist in education and training at various levels, using technology-based methods like e-learning and psychoeducation.
Psychological Scientists and Behaviour Researchers	Trains graduates to conduct research and analyse human behaviour, with a focus on IT's impact and Society 5.0.
Psychological Counsellors and Assistant Psychologists	Equips graduates to support psychological evaluations using online tools and maintaining ethical standards, even in remote settings.
Independent Entrepreneurs (Psycho Entrepreneurs)	Provides skills to manage a psychology-related business, leveraging digital society trends and creative content.

Bachelor of Communication Science (BPCOMS)

The PEOs are to produce graduates who make significant contributions to the field of digital communication science by dedicating their competencies to building a better future for the nation.

According to the PEOs the graduates:

- (1) acquire knowledge, skills, and attitudes related to communication, photography, content creation, digital marketing Public Relations, and related disciplines applicable in society;
- (2) develop public communication skills to effectively interact with others;
- (3) gain knowledge of research methodology applicable to communication science, journalism, and broadcasting;
- (4) develop entrepreneurial skills related to communication science;
- (5) pursue career paths in the job market related to communication science;
- (6) adapt to new shifts in the workplace.

PLOs of the study programme are:

PLO1	Faithful to God Almighty, able to show a religious attitude, upholding moral and ethical values.
PLO2	Obey the law and show a sense of nationalism in the diversity of cultures, views, religions, and beliefs, and improve social life based on <i>Pancasila</i> .
PLO3	Mastering the Theoretical concept of communication, having the ability to implement it logically, critically, innovative, and responsibly, and respecting the work of others.
PLO4	Understand the problem of communication faced by the community, have a capability for doing digital communication research, culture, public relations, and media through communication research methodology.
PLO5	To Have an ability to write interesting content and conduct presentations, discussions and convey information via radio and television broadcasts.
PLO6	Mastering one foreign language to communicate with all stakeholders.
PLO7	To be able to plan, implement and produce digital journalism product.
PLO8	To be able to master theoretical and photo taking techniques, editing processes, and able to communicate with clients effectively.
PLO9	To be able to create creative content on digital media, create visual communication designs and be able to promote certain products or information digitally.
PLO10	To be able to maintain a good relationship with the media and to plan, implement, monitor, and develop digital communication programmes.
PLO11	Understand knowledge obtained outside the study programme through the MBKM programme.

The BPCOMS study programme equips graduates with skills for various roles:

Graduate profile	Courses
Communication Researchers	Equipped with courses in Communication Study and Research, such as Qualitative and Quantitative Research Methods.
Digital Broadcasters	Provided with courses like Public Speaking and TV/Radio Programme Production.
Digital Journalists	Offered courses in Digital Journalism and Media Relations.
Photographers	Trained with courses like Photography and Documentation Technology.
Digital Marketing Public Relations	Equipped with courses in Public Relations.

Digital Media Specialists	Provided with courses in Creative Thinking and Human Relations.
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Appraisal:

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

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

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

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

UG has established fruitful collaborations with foreign educational institutions and has expanded its collaborative efforts to countries including Uzbekistan, China, Germany, and France. These partnerships take diverse forms, including encompassing international classes, collaborative research initiatives, study visits, the exchange of visiting lecturers, student exchange programmes, guest lecturers, and scholarship opportunities. International collaborations at the University level are distributed as follows: 93 with educational institutions, ten with industry, five with organisations, and two with governments. The highest number of institutions comes from Uzbekistan and India, each with 17 institutions, followed by Canada with 14 institutions, Serbia and China with seven institutions each, and Japan with five institutions, while institutions from other countries (e.g., Taiwan, Turkey, Spain) number fewer than five.

Beyond traditional courses, the programmes also offer workshops for professional certification. Faculty members participate in national and international seminars and conferences, while also leading international research projects with other partner HEIs. For example, Bachelor of Psychology (BPPsy) lectures taken part in a multinational research project titled "Building Forgiveness Around the World" being conducted across seven countries: Hong Kong, Indonesia, Ukraine, Colombia, South Africa, and Ghana. Additionally, for Bachelor of Psychology (BPPsy) there are international partnerships, including with the University of Borås in Sweden, specialising in Applied Cognitive Science and User Experience, and with Université du Québec en Outaouais in Canada, focusing on the Development of Cybertherapy.

Lecturers and students of Bachelor of Communication Science (BPCOMS) are permanent participants in the annual International Conference on Communication, Management, and Humanities (ICCOMAH), where they present their work.

All faculty members are required to achieve a minimum TOEFL score of 450 to ensure their English proficiency. In addition, there is an English and Chinese Course Club.

Appraisal:

The programmes' design partly considers the required international aspects, with respect, too, to its graduates' employability. During the interview round, the panel asked how the University selects certain HEIs for cooperation. Based on the provided response, the panel noted a lack of strategy and highlighted the need for a comprehensive strategic plan for international orientation. This plan should ensure that the vision and mission of the study programmes emphasise internationalisation as a key component, as declared by the university. It should also enhance global competitiveness, integrate international perspectives into the curriculum, foster academic mobility, develop intercultural competencies, and align study programmes with global standards. Therefore, the panel recommends accreditation under the fulfilment of the following condition:

The HEI provides a comprehensive strategic plan for international orientation, which includes methods for integrating an international perspective into the curriculum of study programmes and international orientation.

Although some subjects cover international perspectives, the panel **recommends** considering the inclusion of more courses aimed at developing intercultural skills and competencies.

	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)				Condition	

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Bachelor of Psychology (BPPsy)

This BPPsy is places among the top 29 out of 254 psychology programmes in Indonesia. In 2023, BPPsy ranked 13th nationally, 356th in Asia, and 1614th globally.

BPPsy integrates psychology with information technology through an interdisciplinary approach. The programme features specialised laboratories equipped with innovative tools like 3D applications and virtual reality simulations to enhance learning. Additionally, students are introduced to Big Data Analytics and Artificial Intelligence through team-teaching courses, supported by the DGX-1 supercomputer. This unique technology integration is a standout feature of the programme, attracting more students from diverse regions of Indonesia, including Sumatra, Sulawesi, Kalimantan, Papua, and Java.

Bachelor of Communication Science (BPCOMS)

The BPCOMS is ranked 15th among 331 communication science programmes in Indonesia. A standout feature of the programme is its hybrid learning system, combining onsite classes with online resources and digital tools, which has attracted students from diverse regions across

Indonesia, including areas beyond Java like Lampung, Medan, Padang, Makassar, and Papua. The curriculum also incorporates IT-based courses, such as Digital Journalism, Social Network Analysis, and Multimedia System, making the study programme more attractive and unique. These courses equip students with valuable skills relevant to today's technology-driven world.

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

Bachelor of Psychology (BPPsy)

BPPsy is dedicated to producing graduates whose learning achievements and competencies align with SN-DIKTI standards and those set by the Indonesian Association of Higher Education in Psychology (AP2TPI). The programme develops key skills, including analytical abilities in Human Resource Management, Psychological Evaluation, and responsibility in Education and Training.

As a result, graduates are well-equipped to pursue careers in human resource management, teaching, research, and psychology consulting. They also have the potential to become assistant psychologists or independent entrepreneurs, creating job opportunities in coaching and self-improvement services. According to the SER, tracer studies show that 44% of graduates work in human resource management, 18% in education, 8% as scientists or researchers, 11% as independent entrepreneurs, 3% as assistant psychologists, and 16% in other fields. Additionally, 2% of graduates work in IT fields as human behaviour analysts or in digital platform companies and IT consultancy. The growing need for experts in human behaviour and technology is key to facilitating the transition to Society 5.0.

The programme also prepares students for professional certification through workshops in collaboration with the Indonesian National Professional Certification Agency (BNSP-RI). According to SER, over 50% of graduates secure employment within six months, highlighting the programme's strong alignment with industry demands.

Bachelor of Communication Science (BPCOMS)

The programme prepares students for a wide range of careers in fields such as broadcasting, content writing, copywriting, diplomacy, editing, education, entrepreneurship, teaching, interpreting, journalism, business communication, performance, public speaking, research, tour guiding, translation, and writing. BPCOMS has developed a platform⁶ to connect graduates with employers. BPCOMS graduates can pursue careers in public relations, corporate communications, news anchoring, journalism, broadcasting, photography, and other communication and media-related fields. According to tracer study results, 36.4% of BPCOMS graduates work in private companies, 13.6% in government agencies, 9.1% in State-Owned Enterprises (BUMN/BUMD), and many others are employed in educational institutions or as entrepreneurs.

Furthermore, BPCOMS offers students opportunities to obtain professional certification from the Indonesian National Professional Certification Agency (BNSP-RI) through preparation workshops. According to tracer study data (2015–2019) provided in the SER, 11.1% of graduates secure jobs before graduation, while 27.8% find employment within three months.

⁶ <http://career.gunadarma.ac.id/>.

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

The strategic plan of UG for the 2022-2026 period serves as the foundation for the University's work units and academic community to collectively contribute to the university's performance. The plan incorporates the SMART (Specific, Measurable, Attainable, Relevant, and Time-Bound) approach, as well as principles such as integration, contribution, transformation, harmony, and sustainability. The principle of integration is demonstrated through collaborative efforts among academic units and fields of study within a unified governance system, fostering a shared framework for achieving strategic objectives.

International accreditation for both BPPsy and BPCOMS aligns with UG's strategic goals. This is reflected in various activities, including interdisciplinary international seminars and interdisciplinary courses such as Digital Citizenship, Data Science and Big Data Analytics, Artificial Intelligence and Society, Social Networking, and Creative Content. The integration of expertise from the computer science faculty also supports the operations of the BPPsy laboratory.

In terms of research, BPPsy has published two journals — Jurnal Psikologi, which holds national accreditation as SINTA 3 (ranking 3rd among 5 criteria in Indonesia Science and Technology Index), and ARJWA, which will be submitted for accreditation in December 2023 after meeting the minimum requirement of two years of regular publication. BPCOMS has Mediakom: Jurnal Ilmu Komunikasi, which holds national accreditation as SINTA 4 (ranking 4th in the same index), and Dimedcom.

BPPsy operates the Biro Layanan Psikologis (Psychological Services Centre) as part of its community service activities, offering psychological services to university members and the broader community. Its services include aiding in disaster response, such as the landslide disaster in Cianjur, and providing psychological education to the Ibu Kota Negara (IKN) community in Kalimantan on topics like Digital Citizenship. Similarly, BPCOMS engages in various community service activities, such as promoting UMKM (small and medium enterprises) through workshops on product photography, public speaking, social media marketing, and financial report supervision.

At the national level, BPPsy actively participates in projects like the Hypnotic Guided Imagery Research, a multi-year initiative conducted in partnership with seven universities, led by Universitas Gadjah Mada Yogyakarta, and funded by Lembaga Pengelola Dana Pendidikan (National Education Fund Management Institution). This research is part of the Riset Inovatif Produktif (Productive Innovative Research) programme.

BPCOMS, in turn, collaborates with the Cianjur Local Government on research about disaster mitigation and digital literacy following the Cianjur earthquake. Additionally, BPCOMS participates in a multi-year research project funded by Lembaga Pengelola Dana Pendidikan to study the implementation of local wisdom policies in the development of ethnic identity in Banggai district, Central Sulawesi.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. During the interview round, it was also highlighted that these study programmes receive significant attention from the University management. Given that the University defines

itself as an IT-oriented institution, the panel noted that IT-related topics are well integrated into the curriculum and the content (e.g., Data Analysis, Media Communication).

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 clearly outlined, and the tracer study is both plausible and well-defined, providing a clear understanding of career prospects and opportunities for graduates in relevant sectors.

The study programmes are effectively integrated into the HEI's overall strategic framework, with their qualification goals aligning closely with the institution's mission and long-term strategic planning, ensuring a cohesive approach to academic and institutional development.

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

2. Admission

2.1 Admission requirements (Asterisk Criterion)

The admission process for both study programmes is centralised and governed by university-wide guidelines. The University follows the National Higher Education Standards (SN-DIKTI), as outlined in Permendikbud Nomor 3/2020, and has established a standard procedure for new student admission under Rector Decree Nr. 048.1/REK/UG/II/2020. The process involves both international and domestic students and is managed through a unified portal at the University level.

For Domestic Students:

1. Application Process: The Student Admission Centre is responsible for managing the domestic student admission process. This includes notifying students about admission procedures, organizing offline and online application procedures, and overseeing selection procedures.
2. Requirements: Applicants must have a high school diploma (or equivalent) and provide a health certificate from an authorised institution confirming the absence of narcotics or prohibited drugs. Required documents for submission include:
 - Formal Photo (colour format)
 - Statement letter
 - Health certificate
 - High school diploma certificate or equivalent
 - Academic transcript
 - Personal information (name, email, phone number, etc.)
3. Entrance Test: All applicants must pass a computer-based entrance test that includes:
 - English Proficiency Test (EPT) with a minimum score equivalent to 500 in TOEFL (paper-based).
 - Test of Academic Potential (TPA) with a minimum score of 450 (on a scale of 200-800).
 - A drug test is also required to ensure a drug-free educational environment.
4. Submission Portal: Applications are submitted through the Student Admission Centre or via the online portal⁷.

Domestic students can apply for up to three programmes. After passing the TPA and EPT, students must undergo a drug test before final acceptance. Acceptance notifications and tuition details are sent via email. Final decisions are based on test scores and programme quotas. Results can be accessed through the official website.

For International Students:

1. Application Process: International students must apply through the International Office, which manages all international student activities, including admissions and permits. The process mirrors that for domestic students, with additional documentation required for visa and residence permit applications.
2. Requirements: International applicants need the following documents in color format:
 - Formal photo
 - Passport scan

⁷ <https://pendaftaran.gunadarma.ac.id>.

- Sponsored letter
 - Statement letter
 - Health certificate (proving absence of narcotics or prohibited drugs)
 - Academic transcript
 - Personal information (name, email, phone number, etc.)
3. Entrance Test: International applicants must also take the university's entrance test, which consists of the same two components:
 - Test of Academic Potential (TPA) with a minimum score of 450 (on a scale of 200-800)
 - English Proficiency Test (EPT) with a minimum score of 500 (TOEFL paper-based equivalent)
 4. Additional Documents: Applicants must submit documents necessary for obtaining a student permit and visa, which must be processed through authorized government bodies.
 5. Submission Portal: Applicants should submit their applications and documents via the International Office webpage⁸ after contacting a representative via email.

The final decision for both domestic and international applicants is made by the respective study programmes in consultation with the Student Admission Centre.

2.2 Counselling for prospective students

Information about the University and its programmes is accessible both online and offline. Online resources include the university's website and media channels (e.g., UG Instagram), while offline materials such as brochures, booklets, UG news, and the university magazine provide additional details. Prospective students can also consult admissions staff in person at the admission office or via online chat during business hours.

BPPsy and BPCOMS actively participate in campus fairs and school visits to share programmes details. Additionally, they organise campus orientations and visits before the academic year begins.

2.3 Selection procedure (if relevant)

All applicants, including those applying for scholarships, must pass the Test of Academic Potential (TPA) and the English Proficiency Test (EPT). The TPA tests numerical, verbal, and figural skills with a minimum required score of 450. The EPT tests listening, reading, and grammar skills, with a minimum required score of 400. Test scores are classified as:

- AA (Above average: 551+)
- A (Average: 501-550)
- B (Minimum: 450-500)

The number of new students admitted is based on the SN-DIKTI standard of a 1:40 lecturer-to-student ratio. If demand exceeds capacity, admission decisions are influenced by test scores and applicants' programme priorities.

⁸ <http://international.gunadarma.ac.id>.

Scholarships are available for students demonstrating outstanding academic achievements or talents. Scholarship recipients are exempt from the entrance exam and enrollment fees. They go through a selection procedure that includes registration, administrative completeness, an interview, and a medical drug test.

2.4 Professional experience

n/a

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Students must first pass the English Proficiency Test (EPT), which has a minimum required score of 400, along with the Test of Academic Potential (TPA), which requires a minimum score of 450. To ensure that students continue to develop their language skills, both programmes incorporate various support structures, such as:

1. English Courses: New students are enrolled in English courses for one semester as part of the programme's curriculum.
2. LEPSAB: The Language Development Institute (LEPSAB) offers additional English proficiency classes outside the main course structure. These are designed for students who wish to further enhance their English skills or improve their TOEFL scores.
3. TOEFL Requirement: Before graduation, students are required to obtain a TOEFL score of at least 450 to ensure they meet the necessary proficiency level for professional and academic contexts.
4. Chinese Language Courses: For BPCOMS students, Chinese language courses are also available to help broaden their language proficiency, further preparing them for international communication in a global context.

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

The student admission process is managed centrally by the Student Admission Centre, with active involvement from both BPPsy, BPCOMS, and the International Office. The Student Admission Centre supervises and informs students about the admission regulations and requirements. Accepted students will receive communication via email with clear instructions on the next steps in the admissions process.

Prospective applicants can access information regarding admission requirements, processes, and regulations through multiple channels (e.g., through printed materials such as brochures or programme booklets, by visiting the official website⁹, online chat with admission staff or checking details at the specific international student page).

There are various pathways for admission, each with distinct processes:

- PMDK (Penelusuran Minat Dan Kemampuan) focuses on academic achievements, including high school report cards, diploma grades, and institutional invitations.
- Regular, where applicants follow the same initial stages as PMDK, including registration, email confirmation, payment of form fees, and data submission. The key difference is choosing the time and location for the UG entrance selection test

⁹ <https://pendaftaran.gunadarma.ac.id>.

The Student Admission Centre communicates the status of applicants' acceptance via email. Admission results can also be accessed at the university's admission portal¹⁰.

This system shall ensure that prospective students have access to clear information and support throughout their application journey, promoting transparency and ease in the selection process.

Appraisal:

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

The selection procedure is transparent and ensures that qualified students are admitted.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The admission process for international students is also well-established, ensuring clear guidelines and procedures for enrolment. To attract foreign students the panel **recommends** enhancing the promotion of admission procedures for international students, ensuring a clear, streamlined, and user-friendly application process.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). The panel was also provided with several examples of the admission test, particularly focusing on language requirements.

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

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

¹⁰ Domestic Students: <https://pendaftaran.gunadarma.ac.id> or International Students: <http://international.gunadarma.ac.id>.

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

In the early semesters, basic courses provide foundational knowledge in areas such as General Philosophy, General Psychology, Psychology of Personality, Developmental Psychology, Industrial and Organisational Psychology, Social Psychology, and Clinical Psychology. The intermediate courses cover more specialized topics such as Psychology of Management, Consumer Psychology, Abnormal Psychology, Children with Special Needs, and Cross-Cultural Psychology, along with practical courses like Psycho-diagnostics 2 (Observation) and Psycho-diagnostics 3 (Interview). In the final semesters, advanced courses such as Job Analysis, Counselling Psychology, Psychotherapy, Development of Psychological Scale, Cognitive Test Construction, and practical courses like Intelligence Measurement Method and Inventory Tests prepare students for professional roles in psychology.

The programme includes 58 compulsory courses, including a final research project, and 12 elective courses. Students must choose 5 elective courses from offerings like Psychology of Management, Cross-Cultural Psychology, Stress Management, Health Psychology, Psychotherapy, and others, allowing them to gain additional competencies and skills.

The curriculum uses a variety of teaching methods, including lectures, tutorials, project-based learning, and problem-based learning. Practical courses are designed to improve skills in assessment and information technology. Additionally, the Psychology Development Centre offers training, workshops, and professional certification to enhance employability, such as basic communication techniques, SPSS workshops, and HR Recruitment Analyst certification.

Bachelor of Communication Science (BPCOMS)

The BPCOMS study programme aims to prepare graduates for various roles such as Communication Researchers, Digital Broadcasters, Digital Journalists, Photographers, Digital Marketing Public Relations Specialists, and Digital Media Specialists. The curriculum is divided into basic, intermediate, and advanced courses.

Basic courses are introduced in the early semesters and provide foundational knowledge in communication sciences. These courses include Citizenship Education, Introduction to Communication Science, Communication Information Technology, Mathematical Thinking in Communication Science, English for Communication, Basics of Journalism, and Creative Thinking.

Intermediate courses focus on more specialised topics, such as Communication Psychology, Communication Management and Organization, Media Relations, Computer Graphic Design, Communication Research Methods (Qualitative), Human Relations, Radio Program Production, Integrated Marketing Communication, Digital Communication, Political Communication, Systems and Multimedia, Social Network Analysis, Television Program Production, Communication Script Writing, and Public Speaking.

Advanced courses, placed in the later semesters, cover specialized topics such as Animation Production, Visual Communication, Data Science and Big Data Analysis, Communication Science Study Seminar, Digital Entrepreneurship, Lobbying and Negotiation Techniques, Crisis Management, and Ethical and Moral Issues in Communication Science.

To complete the study programme, students must write a Bachelor's thesis.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

The Bachelor Programme in Psychology is officially recognised under the Decree of the Directorate of Higher Education (DIKTI) No. 154 of 2014, with the programme code 61308 and the academic degree Bachelor of Psychology (*S.Psi*). The programme name, BPPsy, aligns with national standards set by the Indonesian Association of Higher Education in Psychology. The curriculum and PLOs adhere to the Indonesian National Qualifications Framework (IQF) at Level 6, which ensures alignment between education, training, and work experience.

Bachelor of Communication Science (BPCOMS)

Graduates earn academic degree Bachelor of Communication Science (*Sarjana Ilmu Komunikasi or S.I.Kom*). BPCOMS follows the Indonesian National Qualification Framework (IQF) Level 6, ensuring alignment between education, training, and professional experience. The programme name adheres to Ministerial Decrees No. 257/M/KPT/2017 and No. 163/E/KPT/2022, which officially recognise Communication Science within the field of Profession and Applied Sciences.

3.1.3 Integration of theory and practice (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

The programme follows a structure based on government regulations, with a curriculum that integrates 70% theory and 30% practice. The curriculum is designed to expose students to a wide range of practical components. Courses like Psycho-diagnostic 2: Observation, Psycho-diagnostic 3: Interview, Intelligence Measurement Method, Inventory Test, and Projective Test blend theoretical knowledge with hands-on practice in the classroom and laboratory. This combination helps students develop strong assessment skills in various areas of psychology.

Students are also trained in psychological research methodologies through courses such as Quantitative Research Methodology, Qualitative Research Methodology, Experimental Psychology, Scientific Writing (Thesis Proposal), and Thesis. These courses require students to conduct projects, produce comprehensive reports, and defend their work in front of a panel, providing them with essential research skills and the ability to engage in academic discourse.

Bachelor of Communication Science (BPCOMS)

The curriculum is designed so that 70% of the learning process is theory-based, while 30% focuses on practical application. To achieve this balance, BPCOMS integrates practicums into various courses to ensure students have hands-on experience alongside theoretical learning, namely:

Course name	Approach
Algorithm and Programming	This course includes a practicum where students create simple animation programs using the Scratch application,

	which helps them develop their programming skills in an interactive and visual way.
Basics of Journalism	Students participate in a practicum in Journalistic Photography, where they learn essential photography techniques used in journalism, covering everything from planning to mastering camera settings, lighting, and capturing image details
Photography and Documentation Technology	This course includes a practicum where students familiarize themselves with camera parts, lighting theory, and various photography styles such as still life, modelling, and product photography.
Multimedia Communication	Students gain hands-on experience by creating their own blogs—learning how to write articles, install widgets, customize templates, create static pages, and add features like favourite icons.
Radio Program Production	The practicum includes familiarizing students with radio studio tools, announcing techniques, writing and scripting radio broadcasts, and interviewing techniques, including "Script Reading" and "Adlibbing" techniques.
Public Speaking	In this course, students undergo a practicum that covers essential skills needed to become a professional TV presenter—from creating scripts and handling interviews to understanding how to craft a brand image and build the right atmosphere for a show.

In addition, BPCOMS promotes interdisciplinary thinking through its internship programme, which is offered in the seventh semester. Moreover, MBKM¹¹ programme, which provides students with off-campus opportunities to gain hands-on experience.

3.1.4 Interdisciplinary thinking

Bachelor of Psychology (BPPsy)

The PLOs of BPPsy include attitudes, knowledge, and both general and specific skills. Achieving these outcomes requires interdisciplinary thinking, particularly in fields such as Information Technology, Health, Statistics, and Economics. Several courses within the curriculum are designed to integrate knowledge from these diverse fields. For example, courses like Cognitive Science and Information Technology and Statistics and Information Technology are interdisciplinary in nature, combining core concepts from psychology with technological and statistical tools to enhance students' understanding.

BPPsy incorporates interdisciplinary content beyond the field of psychology through courses such as Digital Citizenship, Social Networking and Creative Content, Artificial Intelligence and

¹¹ 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.

Society, Data Science and Big Data Analytics, and Applied Cognitive Science in E-Learning. These courses enable students to strengthen their information technology competencies. Additionally, courses like Statistics and Advanced Statistics equip students with research skills, while Ergonomics, Job Analysis, and Training Program Design are designed to enhance students' understanding of economics and industrial organisations.

Bachelor of Communication Science (BPCOMS)

Interdisciplinary thinking is an essential component of the curriculum at BPCOMS, particularly through the integration of communication science with fields such as information technology and psychology. For example, courses like Algorithm Programming, Information and Communication Technology, Mathematical Thinking on Communication, Digital Citizenship, Multimedia Communication, Social Networking and Creative Content, Computer Graphic Design, Communication Psychology, Multimedia Systems, Animation Production, Data Science and Big Data Analysis, Artificial Intelligence and Society, and Visual Communication and Social Network Analysis offer students the opportunity to develop skills and knowledge across these interconnected fields.

In addition to the core communication science courses, the curriculum also includes General Knowledge Courses (MKDU) as mandated by the government, covering areas such as civic education, religious instruction, Indonesian language, and Pancasila education. These courses provide a foundational understanding of ethical, social, and cultural contexts. Students also take general communication-related courses, such as Communication and Media Sociology, Creative Thinking, and Ethics and Communication Philosophy, which deepen their understanding of communication's role in society and encourage critical thinking and ethical decision-making.

In line with MBKM policy, students for both study programmes can take courses outside their main discipline.

3.1.5 Ethical aspects

Ethical aspects are outlined in the description of some courses and also are integrated into the core competencies and attitudes expected from students. The curriculum includes courses such as Civic Education, Pancasila Education, and Religious Education, which focus on the importance of ethics in everyday life.

The student guidebook provides a clear statement on ethical behavior, which is distributed to students during orientation when they are accepted into UG. The guidebook outlines the expectations regarding academic integrity, including a zero-tolerance policy towards plagiarism and any form of cheating, particularly during exams. Students found guilty of such offenses are reported to the Disciplinary Committee, which determines appropriate penalties, ensuring that ethical standards are upheld throughout the academic journey.

Bachelor of Psychology (BPPsy)

In BPPsy, the ethical dimension is further emphasized through the Code of Ethics in Psychology, which guides students in understanding and applying ethical principles in their field. Furthermore, ethical aspects are embedded in the curriculum through specific course units, such as Psycho-diagnostic 1: Introduction to Psychological Tests, Psycho-diagnostic 2: Observation, Psycho-diagnostic 3: Interview, Intelligence Measurement Method, Inventory Test, Projective Test, Counselling Psychology, Psychotherapy, and Research Methodology.

In courses like Psycho-diagnostic 2: Observation, Psycho-diagnostic 3: Interview, Counselling Psychology, and Psychotherapy, students are taught the ethics of becoming professional practitioners. They learn about principles relating to right and wrong behavior, acceptable values, and moral conduct when communicating with clients. They are trained in using polite expressions, treating clients with dignity, and demonstrating respect for their autonomy.

In Research Methodology and Thesis Writing courses, ethical aspects are emphasized in acknowledging and referencing other scholars' work. Students are trained in proper citation practices to avoid plagiarism, the importance of paraphrasing.

Bachelor of Communication Science (BPCOMS)

Ethical principles are integrated into the curriculum through courses like Ethical and Moral Issues, Communication and Ethics and Philosophy of Communication. These courses provide students with the foundational knowledge required to navigate the ethical challenges they may encounter in the communication field.

In addition to the core ethical courses, BPCOMS offers several other courses that incorporate ethical content relevant to various fields within communication studies. For example, the Information and Communication Technology course includes topics related to ethics and the legal framework surrounding information and communication technology. The Public Relations course covers ethical practices in public relations, where students learn the standards and ethical guidelines that govern communication with the public, media, and other stakeholders. In the Multimedia Communication course, students engage in Law and Ethics, particularly focusing on Netiquette (the etiquette of online communication). The Human Relations course emphasises the importance of being ethical at work, providing students with practical guidelines on how to maintain professional and ethical conduct in the workplace.

Students are educated on the importance of avoiding plagiarism and practicing paraphrasing in their academic work, particularly in their thesis. This ensures that students understand and uphold academic integrity throughout their studies.

Throughout their academic journey, students are encouraged to treat each other with respect, equality, and professionalism. These values are reinforced in workgroups, classroom interactions, and through the use of digital teaching materials and references.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

BPPsy emphasises the complementarity between academic and training skills, offering various opportunities to support and enrich the students' learning process. To enhance their academic abilities, the curriculum incorporates several learning strategies, such as practical training, practicum sessions, assignments, student presentations, supplementary readings, team projects, final projects, and theses.

In their sixth and eighth semesters, students undertake scientific research as part of their bachelor's degree studies. Before drafting their thesis, students engage in preparatory activities, including research methodology courses, such as Quantitative Research Methodology, Qualitative Research Methodology, Statistics, Advanced Statistics, Psychometry, and Experimental Psychology. Students can take a thesis writing course in the

sixth semester, where they develop a scientific proposal under the supervision of an advisor. The proposal must undergo a seminar and an oral examination with a panel of three examiners, including the advisor.

In the eighth semester, students continue their research by writing their thesis, which builds upon the proposal developed in the sixth semester. This work is also supervised by an advisor, and students must defend their thesis in an oral examination before a board of three examiners, which includes their advisor.

Bachelor of Communication Science (BPCOMS)

BPCOMS has key courses such as Communication Studies Seminar, Bachelor Theses, and Communication Research Methods which equip students with the methodological knowledge and skills required for scientific research. Lecturers in the BPCOMS programme utilise diverse methods to strengthen students' practical abilities through academic project work, in particular:

- Algorithm Programming, which strengthens students' problem-solving abilities and analytical skills.
- Basic Journalism, which develops students' skills in observing facts, analysing, and writing news.
- Photography and Documentation Technology, which equips students with the ability to understand technologies and work systematically.
- Public Speaking, which trains students to increase their self-confidence, interpersonal, and verbal communication skills.
- Television and Radio Program Production, which enables students to work in teams to prepare and produce programs.

Students begin by taking a course Scientific Writing, which provides foundational knowledge in both writing and research methodology. In the fifth semester, students engage in scientific projects or internships based on research and write reports under the supervision of an advisor. This is followed by an oral examination with three examiners, including the advisor.

In the eighth semester, students are required to complete their Bachelor Thesis, which they write under the guidance of an advisor. The topics of the thesis may vary within the disciplines of communication, media, new media, and social sciences. Upon completing the thesis, students must pass an oral examination with a board of three examiners, including their advisor.

The successful completion of students' scientific research is validated through the publication of an article derived from their thesis. The process for publication involves several steps, such as selecting an appropriate journal, drafting the article according to the journal's guidelines, and addressing comments from editors and reviewers to ensure the article is accepted and published.

3.1.7 Examination and final thesis (Asterisk Criterion)

Mid-term tests (UTS) and final-term tests (UAS) are utilised in the evaluation and assessment process. Evaluation methods include a variety of assignments such as homework, quizzes, papers, video assignments, and projects, which are aligned with the expected learning outcomes of each subject. The assessment formats vary, including essay-based, multiple-choice, problem-based, and project-based evaluations. However, project-based assessments

are applied only to courses with learning outcomes that produce a tangible product. The weight distribution for assessments is as follows:

- mid-term tests contribute 70% (including assignments), and
- final-term tests contribute 30%.

The percentage distribution may vary based on the frequency of meetings. The standard operating procedures for midterm and final exams, as well as the bachelor thesis examination, are detailed in the University's Assessment Policy (Examination) and Student's Guide.

At the conclusion of their studies, students are required to conduct scientific research, choosing a research topic aligned with their interests from areas such as social, clinical, educational, industrial, and developmental psychology. Students work under the guidance of an advisor who has academic independence and expertise in the field. They must prepare a final project report (thesis) in accordance with established guidelines.

After completing the thesis, students undergo a thesis examination conducted by a board of three examiners, including the advisor. Upon passing the examination, students are awarded a Diploma or Degree Certificate. Students may also submit their thesis research to national and international journals. The bachelor thesis criteria, rules, and procedures are published on the academic website and in a printed guideline book. While publication in an accredited journal is not mandatory, students are required to submit their article to the UG library repository. The process includes addressing all comments from editors and reviewers to ensure the article is accepted and published.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. However, for the **BPCOMS** study programme the panel **recommends** providing a clear connection between the graduate profile and the group of courses that support it, ensuring a balanced allocation of credits for each competence in the curriculum.

The degree and programme names accurately reflect the content of the curriculum and the programmes objectives, ensuring consistency between the academic titles and the educational goals.

Theoretical concepts are, where applicable, clarified through practical examples, helping to bridge the gap between theory and real-world application. Students can use the laboratories, providing them with hands-on opportunities to apply theoretical knowledge and enhance their practical skills. UG TV also helps students practice their theoretical skills and enhance their knowledge in a real-world media setting.

There is evidence that the programmes foster interdisciplinary thinking, with a significant number of courses specifically designed to support this approach, encouraging students to integrate knowledge from multiple disciplines.

Ethical matters are effectively integrated into the content of various subjects within the study programmes. Furthermore, during the interview, the panel was informed that first-year students

are required to sign an acknowledgment confirming they are informed about and will adhere to the University's ethical guidelines outlined in the "Ethics for Students" document. Additionally, there is a "Code of Conduct" for lecturers that they are expected to follow. Therefore, ethical aspects are addressed at multiple levels, ensuring a comprehensive approach to ethical standards within the University.

Students acquire methodological competences and are enabled to do scientific work on the required level.

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

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

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

Projected study time	8 Semesters (4 years)
Number of credits (national credits and ECTS credits)	150 SKS credits / 240 ECTS credits
Workload per credit	2.83 hours per SKS credit (CP) 1 up to 3 SKS credits, 6 SKS credits for thesis
Number of modules/courses	63 courses (150 credits) among 70 courses offered 58 compulsory courses 5 elective courses (from 12 options)
Time required for processing the final thesis/project and awarded credits	months (6 SKS credits / 9.6 ECTS credits)
Number of contact hours	6800 hours

The BPPsy curriculum is designed with a total of 150 SKS credits. Each academic year is divided into two semesters: the first semester (PTA), which begins at the start of the academic year, and the second semester (ATA), which concludes the academic year. Each semester consists of 16 meetings, with two of these sessions allocated for the mid-term and final-term examinations. The maximum number of credits a student can take in a single semester is 24 SKS credits.

Bachelor of Communication Science (BPCOMS)

Projected study time	8 Semesters (4 years)
Number of credits (national credits and ECTS credits)	147 SKS credits / 235.2 ECTS credits
Workload per credit	2.83 hours per SKS credit (CP) 1 up to 3 SKS credits, 6 SKS credits for thesis
Number of modules/courses	61 (57 Compulsory) (4 elective)
Time required for processing the final thesis/project and awarded credits	6 months (6 SKS credits / 9.6 ECTS credits)
Number of contact hours	6088.06 (2.83 hours per SKS credit)

The BPCOMS curriculum consists of a total of 147 SKS credits (equivalent to 235.2 ECTS credits). Each semester is capped at a maximum of 24 SKS credits (38.4 ECTS credits). The academic year is divided into two semesters: the first semester (PTA) at the beginning of the academic year and the second semester (ATA) at the end. Each semester comprises 16 meetings, including 14 lecture sessions and 2 sessions for the mid-term and final-term examinations. To be eligible to take the exams, students are required to attend at least 80% of the lecture meetings.

3.2.2 Study and exam regulations (Asterisk Criterion)

BPPsy and BPCOMS have established study and examination regulations aligned with university policies, which are available in the student guidebook distributed at the start of each academic year or can be accessed online¹².

As per the study regulations, students are required to attend at least 80% of the classes over 14 weeks. A semester typically consists of 18 to 20 SKS credits, including assignments and mid- and final-term examinations. Students must complete all assignments and examinations and are encouraged to engage in autonomous learning based on their interests.

Examinations are conducted according to standard procedures, with a centrally assigned examination committee for implementation and supervision. The evaluation of examination results is submitted to the respective lecturers. Assessment criteria include: (a) attendance, (b) assignments, (c) classroom activity, (d) quizzes, (e) mid-term examination, (f) final-term examination, and (g) others.

Grades are assigned using either a Norm Referenced Test or Criterion Referenced Test. The grading scale includes A (very good), B (good), C (fair), D (less), and E (failed). Students who receive a grade of E must take remedial classes, either in regular or independent semesters. Grades other than E can be improved through regular or independent semesters if the students are active in the study programme. Mid-term and final exam grades follow the Norm Referenced Test, while thesis evaluations use the Criterion Referenced Test. The assessment reference for a course can be done according to the Criterion Referenced Evaluation (Penilaian Acuan Patokan = PAP) or Norm Referenced Evaluation (Penilaian Acuan Norma = PAN). Criterion Referenced evaluation, especially applied to courses or subjects that emphasise on students' main competencies on final exams while norm referenced evaluation is used to accommodate individual and group assignments such as project-based learning or problem-based learning to collect evidence which is then used as a basis to improve assignments for the students.

PAP (Criterion Referenced Evaluation)	PAN (Norm Referenced Evaluation)	GRAD E	WEIGHT
> 80%	$X > +1,5 \text{ SD}$	A	4
65 % - 79%	$1,5 \text{ SD} < X < 0,5 \text{ SD}$	B	3
55% - 64%	$-0,5 \text{ SD} < X < 0,5 \text{ SD}$	C	2
45% - 54%	$-1,5 \text{ SD} < X < -0,5 \text{ SD}$	D	1
< 45%	$< -1,5 \text{ SD}$	E	0

Several examination policies are in place, including a limit on the number of exams a student can take in one day (no more than two) or over two consecutive days (no more than three). Examination supervisors are assigned to no more than 30 students in the exam room. Students must bring their Student Identity Card and Examination Card to ensure that students can complete their studies within a set timeframe.

Students participating in the MBKM programme are exempt from attending lectures and mid-term examinations for a duration of 14 weeks. They will receive learning modules for each

¹² https://baak.gunadarma.ac.id/buku_pedoman.

course, take an examination at the end of the semester, and earn a maximum of 20 SKS credits. Students' grades will be based on a 50:50 system, with half of the score coming from the programme partners (companies, schools, universities, etc.) and the other half from an equality check in each course based on the programme's learning outcomes. Students will undergo an equality check at the end of the programme, except for scientific writing and thesis, which they are required to complete.

3.2.3 Feasibility of study workload (Asterisk Criterion)

The University adheres to Ministry Regulation No. 3/2020, which stipulates that a bachelor's programme must be completed within a maximum of seven years (14 semesters), requiring at least 144 SKS credits. Students with a GPA above 3.00 may take up to 24 SKS credits per semester, allowing them to accelerate their studies. Remedial classes and short semesters are available for students who need to retake or improve their grades, provided the courses are offered in that semester.

The University provides academic guidance and student support through Academic Advisors¹³, the Secretariat of Programme, and Student Counsellors. Academic Advisors, assigned at the beginning of each academic year under the Academic and Management System Development, monitor student progress, assist with course selection, and ensure students stay on track to graduate on time. At the same time, the Secretariat of Programme offers academic guidance at the start and end of each year, collects and analyses student workload data, and implements necessary improvements based on feedback.

Additionally, Student Counsellors, appointed by the Student and Academic Administration Bureau (BAAK), are responsible for academic guidance and motivation, maintaining a harmonious and disciplined learning environment, monitoring lecturer attendance, student performance.

3.2.4 Equality of opportunity

The University upholds an inclusive and non-discriminatory academic environment, ensuring that students are not differentiated based on race, ethnicity, socioeconomic status, sex, age, religion, or health status. According to University "Code of Conduct" discrimination is strictly prohibited. In addition, to support inclusivity, the University, as follows:

- Trains lecturers in Special Education Tutoring and conducts seminars and workshops on disabilities to equip staff with the necessary skills in accordance with the Policy for Inclusive Education.
- Offers scholarships for financially disadvantaged students and those from remote areas who meet specific criteria.
- Provides religious courses for all major religions, including Islam, Christianity, Catholicism, Hinduism, and Buddhism.

Support for students with disabilities includes:

- Recording relevant student information in the Academic Management System Development (PSMA).

¹³ Academic Advisors are lecturers or educational staff assigned to guide students in planning their studies, addressing academic challenges, and ensuring efficient programme completion while mastering the curriculum and participating in university meetings.

- Assigning student counsellors to ensure access to necessary facilities.
- Providing exam assistance, such as supervisors reading and writing answers for students with low vision.
- Enhancing campus accessibility with for students with special needs.

Appraisal:

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

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

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

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

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

3.3 Didactical concept

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

The Student-Centered Learning paradigm of the study programmes facilitates the use of diverse teaching and learning methods to enhance student engagement and improve learning outcomes.

The study programmes utilise a variety of learning delivery methods, including face-to-face, virtual classroom, blended learning, and e-learning. Lecturers, under the supervision of the Vice Dean, regularly assess and choose the most appropriate methods to achieve the desired learning outcomes. These methods include small group discussions, role-play and simulations, self-directed learning, project-based learning, and problem-based learning. Learning references are sourced from textbooks, practicum modules, and digital media.

Some courses are co-taught by multiple lecturers, with BPPsy and BPCOMS courses coordinated by the Vice Dean.

3.3.2 Course materials (Asterisk Criterion)

BPPsy and BPCOMS follow a structured curriculum development process, which includes six phases: course need analysis, development of curriculum arrangements and course mapping, development of Lecture Programme Units (SAP) and Study Plan (RPS), development of teaching materials and methodologies, socialization and dissemination to lecturers, students, and related units, and ratification and implementation of the curriculum.

The curriculum includes both Hard Skills (scientific competition and IT mastery) and Soft Skills (communication, leadership, interpersonal skills, and personality development), which is essential to improve students' competitiveness in the workforce. Course materials are digitally accessible¹⁴.

Lecturers prepare course materials, which include:

- a course outline (description, objectives, learning outcomes, teaching strategies, grading plan, and rules) provided to students during the first week of each semester;
- course materials (lecture notes, textbooks, PowerPoint files, modules, online resources, and assessment samples), and
- a course report (instructor's feedback, course evaluation, students' achievements, and suggestions for improvement).

3.3.3 Guest lecturers

Bachelor of Psychology (BPPsy)

Between 2017 and 2023, BPPsy organised a series of workshops, seminars, and webinars featuring guest lecturers and keynote speakers from universities worldwide. In 2017, the topics covered included psychodiagnostic competence, disabilities in higher education, and the role of disability services, with speakers from University of Padjajaran, University of Indonesia, and Sunan Kalijaga State Islamic University. A workshop on writing articles for international journals, stereotype threats, and positivity in communication, with guest speakers from University of Indonesia and Université Paris Descartes - Sorbonne Paris Cite has taken place in 2018. In 2020, BPPsy hosted public lectures and webinars on positive psychology, mental health, and creative industries, with experts from Indonesian Positive Psychology Association,

¹⁴ v-class.gunadarma.ac.id.

Sehatmental.id, and Ismaya Live. In 2021, BPPsy hosted an international webinar on forgiveness during the pandemic and digital marketing for the digital society, featuring guest speakers from Virginia Commonwealth University (USA). In 2022, international webinars on cashless behaviour and self-efficacy in the new normal were organized, with speakers from University of Borås (Sweden), University of Gadjah Mada, and Psytalk Indonesia. In 2023, there were several seminars focused on small group communication in distance learning and clinical hypnosis in psychotherapy, with speakers from University of Borås (Sweden) and University of Gadjah Mada (Indonesia).

Bachelor of Communication Science (BPCOMS)

In 2017, BPCOMS organised a scientific discussion on virtual reality, empathy, and ethics in journalism, featuring speakers from Gadjah Mada University. In 2018, the study programme held various events, including a seminar on immigration with representatives from the Ministry of Law and Human Rights, a Net TV media visit, and a learning visit to the Film Censorship Board. Workshops on cultural values and popular culture in social media, as well as a public lecture on marketing communication in the digital era, were also held.

In 2019, events included training on communication theory, social network analysis, and tourism communication by Ministry of Tourism and Creative Economy of Indonesia, a workshop on digital research methods by Maine Maritime Academy (USA), and seminars on the impact of the 4.0 Industrial Revolution and digital journalism.

In 2020, a webinar on communication research during the Covid-19 pandemic was conducted, featuring experts from UG and Erasmus University Rotterdam.

In 2022, a talk show on finding research ideas was hosted by Padjadjaran University.

3.3.4 Lecturing tutors

Senior bachelor students serve as teaching assistants. At BPPsy, they assist in various laboratories:

Basic Laboratory	Focuses on psychodiagnostics, observation, interviews, and physiological psychology. Tutors guide students through proper observation and interview techniques during role-play sessions.
Intermediate Laboratory	Specializes in intelligence measurement. Tutors help students follow test procedures and collaborate on scoring.
Advanced Laboratory	Covers inventory tests in personality, cognitive psychology, and applied cognitive science. Tutors assist students in conducting personality and cognitive tests using computer programs, including virtual reality experiences in psychology practicum.

At BPCOMS, tutors support various laboratories:

TV Laboratory	Assists in TV programme and public speaking courses.
Radio Laboratory	Supports radio production and public speaking courses.
Photography Laboratory	Aids in basics of journalism courses.
Computer Laboratory	Supports courses in algorithm programming, multimedia communication, and computer graphic design.

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

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

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

BPPsy curriculum incorporates some international and intercultural elements in its courses, such as e.g., English for Psychology, Digital Citizenship, Psychology and the Internet, Creativity and Talent Development, Cross-Cultural Psychology, and Applied Cognitive Science in E-learning. The Cross-Cultural Psychology course seeks to help students understand the similarities and differences among individuals from various cultures and ethnic groups. Digital course aims to equip students with the knowledge and skills needed to understand the theoretical foundations of Digital Citizenship. It also helps students analyse the consequences of science and technology-driven solutions in global, economic, environmental, and social contexts, and adapt to the changes and transformations in the scientific community.

Bachelor of Communication Science (BPCOMS)

The course Intercultural Communication aims to develop intercultural communication competencies, while the Consumer Behaviour course includes globally oriented topics such as culture's influence on consumer behaviour and cross-cultural consumer behaviour from an international perspective, and Political Communication addresses issues related to

international political communication. Additionally, all BPCOMS students can enrol in courses such as Human Relations and Digital Citizenship. These courses are specifically designed to improve students' sensitivity and effectiveness in communication within international and intercultural contexts.

3.4.2 Internationality of the student body

Bachelor of Psychology (BPPsy)

Between the 2018-2021 academic years three Indonesian students participated in the exchange programme titled Linnaeus-Palme in collaboration with B ras University, Sweden. Several students have pursued their master's studies abroad, with destinations including countries such as Australia and the USA. There are no foreign students currently enrolled in the study programme.

Bachelor of Communication Science (BPCOMS)

There are no foreign students currently enrolled in the study programme. Several students were selected as Indonesian representatives to attend the Trusted Media Summit (TSM) in Singapore in 2019. In addition, BPCOMS students collaborate on student exchange programs, particularly with universities in Uzbekistan, especially in the context of summer schools. BPCOMS has hosted international students from Uzbekistan for several weeks to study Indonesian culture, offering experiences such as learning traditional dance and batik. There are no foreign students currently enrolled in the study programme.

3.4.3 Internationality of faculty

Bachelor of Psychology (BPPsy)

The academic staff come from reputable public and private universities in Indonesia, with expertise in fields such as Clinical Psychology, Educational Psychology, Positive Psychology, and other interdisciplinary and general disciplines for BPPsy courses.

BPPsy is involved in international research, focusing on global processing in children with mental disabilities and blindness, as well as examining how explicit and implicit test instructions impact performance. Researchers have participated in projects funded by international grants, including the Global Religion Research Initiative and a forgiveness study supported by the Templeton World Charity Foundation.

Bachelor of Communication Science (BPCOMS)

The academic staff come from reputable public and private universities in Indonesia. BPCOMS lecturers have participated in international conferences, presenting research in Tashkent, Uzbekistan. BPCOMS encourages lecturers to pursue advanced studies abroad.

3.4.4 Foreign language contents

Bachelor of Psychology (BPPsy)

In the teaching and learning process, BPPsy utilises both English and Indonesian as mediums of communication. Currently, BPPsy has only one English-based course, namely English for Psychology, which is taught in the first semester.

Lecturers primarily use English for instruction, particularly to facilitate interactive learning and communication, as well as to improve foreign language skills. At the same time, Indonesian is employed to provide specific explanations. The course materials provided by lecturers to

students include books, handouts, power point files, and notes, are mostly imported and written in English.

Bachelor of Communication Science (BPCOMS)

In the BPCOMS study programme there are two English-based courses: English for Communication Science in the first semester and English Creative Writing in the third semester. In both courses, the content and teaching methods are delivered in English, and students are required to complete assignments in English.

In the “Mandarin” course, lecturers teach in Mandarin. There are plans to expand the website in the future to include several international languages beyond English.

Appraisal:

International contents are an integral part of the curriculum. Through practical examples, students are enabled to act in an intercultural environment. However, the panel noted room for further improvement and **recommends** including more intercultural subjects in the study programmes. Incorporating more intercultural subjects would help students develop a deeper understanding of diverse cultures, preparing them for successful interactions in an increasingly globalised and multicultural workforce.

There are no foreign students enrolled in the study programmes. Thus, the panel **recommends** developing a strategic plan to attract more foreign students with clear targets and attractive measures.

Although the lecturers are active participants in international conferences and conduct joint research with their colleagues from abroad, the international composition of the faculty is currently insufficient, as most of the lecturers are graduates from Indonesian universities, in particular UG, and it could be expanded to enhance the programmes' global perspectives. Therefore, the panel **recommends** inviting more guest lecturers from abroad and having more lectures with international background.

According to the module descriptions, for some course the language of instruction is both English and Bahasa Indonesia. However, in practice, only a few subjects are taught in English while remaining are tough in Bahasa Indonesia. This was also discussed during the interview, and given the absence of foreign students, the language of instruction has been Indonesian. However, considering the goals of the study programmes and the declaration to offer classes in English language, the panel **recommends** ensuring that the courses planned to be taught in English are indeed delivered in English, while also expanding the availability of materials in English and enhancing students' presentation skills in English language.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.4 Foreign language contents				X	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

The BPPsy equips students with multidisciplinary skills, including communication, leadership, IT proficiency in behavioural analysis, and self-development. Key courses such as Psychodiagnostics, Counselling Psychology, Contriving Training Programme, Self-Actualization support these competencies.

Learning methods include role play, practicums, presentations, and group discussions, fostering teamwork, problem-solving, and communication skills. Written and oral communication is enhanced through essays, reports, interviews, and public speaking exercises.

Additionally, the Psychology Development Centre (LEPPSI) offers workshops on assertiveness, communication, and presentations, helping students build confidence, adapt to change, and stay competitive in the job market.

Bachelor of Communication Science (BPCOMS)

Multidisciplinary thinking is implemented at BPCOMS through the incorporation of interdisciplinary courses into both compulsory and elective courses. For example, communication skills are developed through courses such as Public Relations, Public Speaking, and English Creative Writing. Life skills are emphasised in Human Relations and Ethical and Moral Issues. Technology-related skills are integrated into courses like Artificial Intelligence and Society, Multimedia Communication, and Visual Communication. BPCOMS also provides field work courses where students can be able to develop skill knowledge, experience, public speaking, and all communication competencies. In general, students carry out field work courses in industry, government, and other institutions.

Appraisal:

Students develop communication, public speaking, cooperation, and conflict-handling skills as outlined in the course descriptions. There is a wide range of extracurricular activities available, offering students diverse opportunities for personal and professional development outside the classroom. Additionally, they gain IT proficiency through appropriate didactical and methodological approaches. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

BPPsy, in collaboration with the UG Career Centre, enhances graduates' employability by providing training, workshops, and professional certifications. Courses such as Industrial and Organisational Psychology, Management Psychology, and Ergonomics, equip students with essential employment skills. Additionally, Psychodiagnostics, Observation, and Intelligence Measurement Methods strengthen assessment competencies.

To prepare students for the job market, BPPsy offers job analysis training, case studies in Organisational Psychology, and intervention techniques through the Contriving Training Programme course.

Bachelor of Communication Science (BPCOMS)

BPCOMS enhances graduate employability by focusing on individual skills and collaborating with the UG Career Centre to provide access to job opportunities. Graduates receive professional certification, workshops, and training in communication, photography, broadcasting, video editing, public speaking, and conflict handling, as well as interview techniques, cover letter writing, and CV composition.

The UG Career Centre connects graduates with the job market through job matching, job fairs, and an online tracer study system. Employers can access graduate profiles, and on-campus recruitment is available for job fairs.

Practical experience is gained through UG TV, UG Radio, and Megaswara Network, where students apply their skills in real media settings. Additionally, presentations, course projects, and teamwork exercises strengthen adaptability, leadership, and collaboration.

Appraisal:

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

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

4. Academic environment and framework conditions

4.1 Faculty

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

The number of lecturers and their qualifications have met the National Higher Education Standards (SNDIKTI). The minimum academic requirement for lecturers is a master's degree; however, a considerable number of lecturers possess even higher qualifications. To ensure optimal learning outcomes, the lecturer-to-student ratio adheres to the National Higher Education Standards (SNDIKTI) guidelines for Social Sciences, which require a minimum ratio of 1:45.

Bachelor of Psychology (BPPsy)

BPPsy as of the date of the SER employs 273 permanent and full-time lecturers, along with 52 non-permanent lecturers. Academic staff report to their respective Programme Director, who in turn reports to the Dean of the Faculty of Psychology. Their responsibilities include teaching required courses, academic advising, contributing to the Operational Plan of the Department, participating in committees upon nomination by the Programme Director or Dean, engaging in community service, and supporting BPPsy's institutional development.

Additionally, academic staff must report their activities every semester in the areas of teaching, research, and community service. To ensure professional growth, the University Administration Bureau (BAU) evaluates their performance.

Bachelor of Communication Science (BPCOMS)

According to the SER, BPCOMS employed 160 permanent and full-time lecturers, responsible for 4,846 students. Academic staff report directly to the Head of the Undergraduate Programme, who in turn is responsible to the Dean.

The academic staff have various responsibilities throughout the academic year, including delivering courses, serving as academic advisors, contributing to the Operational Plans of the study programme and Faculty, joining science organization management at the suggestion of the Head of the Undergraduate Programme or the Dean, actively participating in committees at the study programme and institutional level, engaging in service activities within the study programme and institution, conducting community service activities, carrying out research and publication activities, and producing research and Student Creativity Programme outputs. BPCOMS has 106 permanent staff (66%) holding certified professional lecturers.

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Bachelor of Psychology (BPPsy)

Table 3 Staff Profiles of BPPsy Based on Academic Ranks and Educational Degree

No.	Educational Degree	Academic Ranks				
		Professor	Associate Professor	Assistant Professor	Lecturer	%
1	Doctor (S3)	12	60	17	6	29.14%
2	Magister (S2)	-	42	87	101	70.55%
	Total	12	102	104	107	100%
	%	3.68%	31.29%	31.90%	32.82%	

Bachelor of Communication Science (BPCOMS)

Table 4 Staff Profiles of BPCOMS Based on Academic Ranks and Educational Degree

No.	Educational Degree	Academic Ranks				
		Professor	Associate Professor	Assistant Professor	Lecturer	%
1	Doctor (S3)	7	11	52	10	50%
2	Magister (S2)	-	1	19	60	50%
	Total	7	12	71	70	100%
	%	4.375%	7.50%	44.375%	43.75%	

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

At UG, candidates for lecturer positions must demonstrate their teaching ability through appropriate qualifications or relevant teaching experience, verified by teaching certificates and a teaching portfolio. An interview is part of the recruitment process to assess the necessary teaching skills.

Universitas Gunadarma supports faculty members in BPPsy and BPCOMS in obtaining professional lecturer certification from the Indonesian Government. Most faculty members have received this certification, while others are in the process of acquiring it through the Directorate General of Higher Education (DIKTI). This certification confirms their professional teaching skills.

To enhance lecturers' pedagogical and didactic abilities, the University organizes internal and external activities aimed at professional development. The Vice Dean II evaluates faculty members who do not meet the required criteria, considering factors such as professionalism and experience, with input from the Head of Undergraduate Programmes. Faculty development follows the Rector's Decree (Number 483.1/SK/REK/UG/2019) and the Chancellor's Decree (Number 496.2/SK/REK/UG/2019), ensuring ongoing development efforts.

4.1.4 Practical business experience of faculty

Bachelor of Psychology (BPPsy)

Some faculty members also work as psychologists in various off-campus roles, including as consultants or freelancers in schools (3%), hospitals (5%), businesses (10%), and independent psychology consulting bureaus (4%). One Professor is the chairman of the Indonesian Child Protection Institution (LPAI) since 2016, and another one serves as an expert in psychological instruments for the National Cyber and Crypto Agency (BSSN) and the Centre for Detention Service.

Bachelor of Communication Science (BPCOMS)

Several lecturers have enhanced their professional development through various training programs, including courses on becoming a Professional MC-TV Presenter, photographer,

public relations officer, and public speaker. One lecturer serves as the Head of Business Development at a National Newspaper, while another is a researcher at the National Research and Innovation Agency (BRIN). Other lecturers hold positions in government institutions, such as public speaking trainers at the Depok Regional Immigration Office. Some lecturers also contribute to the Computer Assessment Test (CAT) event for the Regional Metro Jaya Police. Additionally, one lecturer works as a freelance photographer and graphic designer, while another serves as a part-time media monitoring specialist at Esensi TV.

4.1.5 Internal cooperation (Asterisk Criterion)

Both BPPsy and BPCOMS utilise internal coordination as determined by UG. Regular faculty meetings are held at the end of each semester to ensure interdisciplinary understanding, alignment of learning outcomes, and avoidance of course material redundancy. Course coordinators facilitate collaboration for parallel courses.

Additionally, digital platforms (social media, cloud meetings, and email) support year-round discussions. Interdepartmental cooperation extends to seminars, workshops, and graduation events, with joint work committees fostering collaboration. Internal cooperation also takes place informally through WhatsApp groups, allowing faculty members to communicate efficiently, share updates, and coordinate tasks in real time.

4.1.6 Student support by the faculty (Asterisk Criterion)

For all programmes

Student support encompasses both academic and non-academic aspects. Each academic year, the Student and Academic Administration Bureau (BAAK) assigns an Academic Advisor for students. This lecturer provides mentorship and guidance on academic and personal matters, fostering a positive relationship that enhances students' academic achievements. The effectiveness of this support is reflected in indicators like average GPA, satisfactory study durations, and low drop-out rates.

Bachelor of Psychology (BPPsy)

Faculty members are required to allocate a minimum of two hours per week for office hours to offer consultations on course-related issues, workload concerns, and to provide guidance on final projects. Each student is assigned an advisor who supervises the progress of their final project. Additionally, each campus provides consultation rooms, and online consultations are available through the BAAK website or faculty site.

To support students' academic needs further, the University offers a virtual classroom IT system¹⁵.

Apart from academics, students have opportunity to participate in extracurricular activities such as choir, photography, sports, and English debates, all supervised by the faculty's student affairs department. The BPPsy also supports students' career readiness by offering national standard training and certification in human resource management through the Professional Certification Institute (LSP).

Bachelor of Communication Science (BPCOMS)

For thesis completion, students are assigned one permanent lecturer as a supervisor, selected by the vice rector. The supervisor provides guidance throughout the thesis process, with at

¹⁵ <https://v-class.gunadarma.ac.id>.

least eight meetings. These meetings can be in person, via Zoom, Google Meet, email, or WhatsApp, depending on the student's needs. The supervisor also accompanies the student during the undergraduate examination. Lectures are conducted through a combination of face-to-face communication, synchronous meetings on Zoom or Google Meet, and asynchronous activities through the Virtual Class application.

Beyond academics, students are encouraged to explore their interests and talents through extracurricular activities like English debates, choirs, photography, and sports, all supervised by the faculty's student affairs department. To further prepare students for the workforce, BPCOMS, through the Professional Certification Institute (LSP), offers certification and training in fields such as Young Photographers and Associate Photographers.

Appraisal:

The structure and number of the faculty correspond to the programmes requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. For each cohort, the number of students in BPCOMS and BPPSY classes adheres to the national standards set by the Directorate General of Higher Education (Dikti) (parallel classes meet the standard ratio of students and lecturers).

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. Furthermore, the UG supports their lecturers in obtaining PhD degrees by providing scholarships. In addition, the UG encourages lecturers to attend conferences at least once a semester, fostering professional development and keeping them updated with the latest trends in their fields. They are also support in obtaining different professional certificates.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. Nonetheless, the panel **recommends** offering specialised teaching courses, such as training in innovative teaching methodologies, digital pedagogy, and student-centered learning approaches. These courses would equip educators with the latest pedagogical tools and strategies, enhancing the overall quality of education and better addressing students' evolving needs. Additionally, workshops on assessment techniques and inclusive teaching practices could further support faculty development and improve learning outcomes.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Although some lecturers in the **BPCOMS** study programme have valuable business experience, such as working in television or in the PR branch, the panel **recommends** inviting more representatives from the industry (practitioners),

as guest lecturers. This should provide students with diverse, real-world perspectives and practical insights into current industry trends and challenges.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. Furthermore, to coordinate parallel classes, there is a course coordinator and a WhatsApp group, facilitating communication and smooth coordination among the faculty members.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. Extracurricular activities, academic advising, and psychological support are essential for student success as they promote well-being, skill development, and provide personalised guidance to navigate academic and personal challenges. Furthermore, students can reach their lecturers anytime (per WhatsApp or e-mail) during the week, except on weekends, ensuring accessibility for academic support and guidance.

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

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

The Head of the Undergraduate Programme at BPPsy and BPCOMS is responsible for overseeing the practical implementation of activities, as outlined in the Statutes of UG. Coordination between the BPPsy and BPCOMS directors and other work units e.g., laboratory ensures the efficient execution of organisational functions. The roles of the BPPsy and BPCOMS coordinators in managing tridharma activities (teaching, research, and community service).

Each coordinator has clearly defined responsibilities, fostering a streamlined workflow and interaction. At the beginning of every semester, the coordinator leads a meeting to guide the learning process and monitor lecture progress. After three meetings, an evaluation is held to

ensure the lectures are progressing smoothly. Midway through the semester, preparations for the mid-semester and final examinations are made to ensure readiness. At the end of the semester, the Head of the Study Programme, in collaboration with the Quality Assurance Board, conducts an evaluation of the learning process, including Learning Outcomes and lecture quality.

The academic administration, including student data, lecturer data, lecture schedules, and assessment procedures, is managed through an integrated Academic Information System (AIS).

4.2.2 Process organisation and administrative support for students and faculty

At the beginning of the academic year, the programme director collaborates with various departments to establish the academic calendar, class schedule, syllabus, and examination schedule. Both study programmes collaborate with Academic Administration Bureau (BAAK) to arrange lecture schedules and classroom locations.

The University offers a variety of IT-based administrative support services to assist academic staff and students in teaching, learning, and other administrative tasks. The study programmes collaborate with the e-learning unit to develop the V-Class¹⁶ platform for asynchronous learning, specifically for virtual class lectures.

Bachelor Programme in Psychology (BPPsy)

Academic staff members provide administrative consultation to students during their office hours, which can also be conducted virtually through digital lockers, email, and the home site.¹⁷ Technical assistants provide support to academic staff in conducting teaching and learning activities. BPPsy collaborates with the Facilities and Infrastructure Management Agency (BPLK) regarding infrastructure and facilities required by lecturers and students. Each semester, infrastructure development and maintenance are scheduled. At the beginning of every semester, training is held using V-Class for new lecturers. System development, such as the implementation of virtual reality (VR) in BPPsy's advanced laboratory, is supplemented by training sessions for both lecturers and laboratory assistants.

Bachelor Programme in Communication Science (BPCOMS)

At the study programme level, the structure includes the Head of the Undergraduate Programme, Secretary of the Undergraduate Programme, Head of the Laboratory, laboratory assistants, and administrative staff. Administrative services are supported by a variety of information systems, including the Academic Information System, the Integrated Information System (SISTER) for lecturer performance, the Asset Information System for facility management, and the Library Information System (e-library).

For example, the Lecturer's Secretariat coordinates the operational processes related to teaching and learning activities, ensuring the smooth running of these activities, and addressing any inquiries from students or lecturers regarding class locations, exam schedules, and timetables. Student aspirations can also be conveyed through formal student organization mechanisms, such as the Student Executive Board.

Appraisal:

¹⁶ <https://v-class.gunadarma.ac.id>.

¹⁷ <http://staffsite.gunadarma.ac.id/>.

The programme director of each study programme coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The job description of the BPPsy and BPCOMS Director is clear and well-defined.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. The Dean holds meetings for decision-making, which include both operational and organizational decisions. In the decision-making process, internal stakeholders such as lecturers, non-academic staff, and leaders of related work units are involved. Through the Student Executive Board, issues regarding studies, interests, and talent development are discussed, and solutions may be sought in collaboration with the academic curriculum and faculty. In addition, there is support for lecturers during pregnancy and maternity leave. The UG provides health insurance for all faculty members, ensuring their well-being.

The HEI offers the administrative staff opportunities for continuous professional development. For example, the Faculty of Language and Literature also offers English Club and Mandarin Club programmes to enhance the language proficiency of lecturers and administrative staff.

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

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks

Bachelor of Psychology (BPPsy)

The University has established collaborations and partnerships with both national and international academic institutions, documented through signed memorandums of understanding (**MoU**). The partnerships involve a variety of academic and non-academic institutions, creating a dynamic environment for knowledge exchange and practical experience.

BPPsy has signed MoUs with universities in France, Canada, and Sweden, with some collaborations continuing indefinitely (e.g., Université de Bourgogne, Borås University). BPPsy has partnerships with Indonesian universities, government institutions, and hospitals, in particular:

- Educational Institutions: MoUs with institutions like Universitas Diponegoro, Universitas Indonesia, Universitas TRISAKTI, and several others.
- Government Institutions: Agreements with the Indonesian Army, Ministry of Health, and local governments in East Lombok and Penajam Paser Utara.

- Healthcare Institutions: MoAs with hospitals such as Dr. H. Marzuki Mahdi Hospital in Bogor and Prikasih Hospital.

Bachelor of Communication Science (BPCOMS)

BPCOMS has developed academic collaboration agreements with various regional, national, and international institutions to promote scientific advancement and enhance lecturer capabilities in areas like research and community service. These collaborations also offer significant benefits to students, including opportunities for internships, student exchanges, and comparative studies.

The BPCOMS has established academic collaborations and partnerships with five universities from Uzbekistan, one from Malaysia and Universitas Tadulako and Universitas Ratu Samban from Indonesia. There are also MoUs concluded with Government Institutions, such as Ministry of State Apparatus Empowerment and Bureaucratic Reform KemenPAN-RB, Metro Jaya Regional Police (Polda Metro Jaya) or Regional Indonesian Broadcasting Commission in West Java (KPID-Jawa Barat).

4.3.2 Cooperation with business enterprises and other organisations

Bachelor of Psychology (BPPsy)

BPPsy has established collaborations with several external organizations, formalized through signed MoUs. These partnerships include Marzuki Mahdi Hospital in Bogor, Sarana Sekolah Terpadu in South Jakarta (a school for students with special needs), Health Polytechnic in Pangkalpinang (Bangka Belitung Province). These collaborations provide opportunities for lecturers and students to engage in joint activities, such as research, community service, and internships.

Bachelor of Communication Science (BPCOMS)

BPCOMS has established a wide range of collaborative partnerships with various business enterprises and organisations to foster scientific research, enhance the professional development of its lecturers, and provide practical experience for students in industries such as product development and research. Key collaborations include:

PT Cipta Megaswara Televisi	Involved in research, content production, journalism training, and offering internships for students.
Television of the Republic of Indonesia (TVRI)	Focused on research and development in broadcasting content production.
DAAI-TV	Contributes to TV production and provides internships for students.
Communication Sciences Higher Education Association (ASPIKOM)	Engages in curriculum reviews, regional work meetings, national conferences such as the 2nd AICCON, ICCS-International Conference on Communication Science, and Jamboree National Communication (JNK), with BPCOMS students actively participating in competitions.

Appraisal:

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

The scope and nature of cooperation with business enterprises and other institutions relevant to study programme are plausibly presented. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

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

The number of classrooms in BPPsy and BPCOMS meets the standard student-to-classroom ratio across various regions, including Jakarta, Depok, Karawaci, and Bekasi. Each classroom and laboratory are equipped with modern, high-quality media technology. The University has several auditoriums with capacities ranging from 100 to 300 people, suitable for seminars, conferences, and meetings.

For research and development, BPPsy and BPCOMS are supported by the Big Data Analytics Laboratory, which utilizes supercomputers such as the NVidia DGX-1 and DGX-A100.

The buildings for both programmes are designed to be accessible for individuals with disabilities, featuring lifts and ramps.

The University has established an optical fiber internet network within buildings and a Virtual Private Network (VPN) connecting campus locations. IT support is provided by the Information System Development Centre (BAPSI). The university's wireless network covers the entire campus, providing convenient access for both students and lecturers.

4.4.2 Access to literature (Asterisk Criterion)

The University has libraries across multiple campus locations, with the main library located on campus H, covering a total area of 1800m². All the libraries are interconnected online. The

digital library¹⁸, provides a wide range of resources, including e-books, scientific writings, electronic journals, and more.

The University Library holds a variety of materials, including textbooks, journals, proceedings, theses, dissertations, and other references. Membership is available to students, academic staff, lecturers, and supporting staff, granting free access to books, e-books, and journals. The collection of references for BPPsy and BPCOMS is outlined in the table below:

Table 5 The Amount of References Collection in Universitas Gunadarma Library

Literature	BPPsy	BPCOMS
Book Title	2542	456
Number of Books	6669	1554
National Journal Link	All	All
International Journal Link	Emerald	Emerald
Proceeding	30	20
Thesis	5597	1400

UG Library has subscribed to an electronic journal published by Emerald, where the focus of the emerald publication is social sciences and humanities, including psychology and communication. The electronic journal can be accessed via the emerald website via the Wi-Fi network within the UG campus.

The library is open for on-site visits during work hours from Monday to Friday (9:00 a.m. to 3:00 p.m.) and on Saturdays (9:00 a.m. to 12:00 p.m.).

Appraisal:

Based on the provided video materials and feedback from the interview, the panel considered that the quantity, quality, media, and IT facilities of the teaching rooms meet the required standards for the programmes. Additionally, there is a sufficient number of group rooms available, ensuring that the necessary space and resources are provided to support the academic and collaborative needs of the students. This setup contributes to an effective learning environment for the BPPsy and BPCOMS 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.

The opening hours of the library take students' needs sufficiently into account. Access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured.

During the interview round, the access to the library was demonstrated as requested by the panel members. The panel noted that the current subscription is limited to Emerald only. Therefore, the panel **recommends** expanding the library's collection by adding more international e-journals and databases to further enhance access to global academic resources. This expansion would support the academic development of students, providing them with a broader range of materials for research and study.

¹⁸ <http://library.gunadarma.ac.id>.

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

4.5 Additional services

4.5.1 Career counselling and placement service

BPPsy and BPCOMS prepare prospective graduates for the professional world by engaging with alumni, employers, and the community. These activities include collecting written feedback from the community and sharing it with students. BPPsy also organises orientation sessions where graduates and alumni provide guidance to prospective graduates.

The Career Centre¹⁹ website allows graduates to create portfolios showcasing their competencies and search for job opportunities based on specific categories and qualifications. A job matching engine connects applicants with employer requirements.

The Career Centre partners with various companies to share job information, assist in the selection process, and offer guidance on creating resumes, writing application letters, and job-hunting strategies.

The system also facilitates companies in finding suitable candidates based on their requirements, while helping to improve the learning process and provide information on employment opportunities for graduates. It further builds collaboration networks with institutions where graduates are employed and can potentially generate funding through such partnerships.

4.5.2 Alumni Activities

Bachelor of Psychology (BPPsy)

BPPsy alumni are formally inducted into the Alumni Association, and the programme organises an annual "Alumni Gathering" event. This event invites alumni to motivate current students and help them connect with alumni, gaining inspiration from their experiences.

KAPSI (BPPsy Alumni Association) was established to create and maintain a strong alumni network through various programmes, reunions, and online platforms. The association allows members to communicate, share information, and support each other's career development while enhancing professional skills. One of its key purposes is to help the Faculty of Psychology, stay connected with its graduates. This connection provides valuable insights that help maintain and improve the quality of graduates, ensuring they meet societal and labor market demands.

¹⁹ <http://career.gunadarma.ac.id/>.

IKAPSI organizes both formal and informal gatherings, including suggestions for revising the curriculum, syllabi, and learning materials. Alumni also share job vacancy information from their workplaces, facilitating networking opportunities between alumni, students, and the university's career center.

Additionally, alumni provide guidance and advice to current students, sharing their experiences from college and insights into their current occupations.

Bachelor of Communication Science (BPCOMS)

BPCOMS alumni are eligible to join the BPCOMS Alumni Association (ILUNIKOM), which is led by a Chair, Deputy Chair, Secretary, Treasurer, and four divisions. Each year, ILUNIKOM organises an "Alumni Gathering" to provide input for improving BPCOMS' curriculum and lecture materials. The association contributes to determining graduate qualifications, reviewing learning materials, and participating in curriculum reviews through Focus Group Discussions (FGDs).

ILUNIKOM also collaborates with BPCOMS to organise seminars and workshops, broadening insights into communication science and its application in business, industry, and institutions. During public lectures alumni share advice with prospective graduates on the essential skills and knowledge required for success in the professional world and motivate them to continue their personal and professional development.

In addition, the alumni association supports job fairs for recent graduates, offers internship opportunities at organizations where alumni are employed, and donates equipment and facilities. Coordination with alumni is managed by a lecturer who works closely with the Vice Dean III.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. These services are designed to help students make informed career decisions, find employment opportunities, and transition smoothly from education to the workforce. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. KAPSI (BPPsy Alumni Association) and KAPSI (BPPsy Alumni Association) facilitate ongoing engagement with graduates, fostering professional connections and supporting the continued development of both alumni and current students. The network plays a vital role in providing mentorship, career guidance, and potential job opportunities for students and recent graduates. The panel noted strong communication between the UG and its alumni.

		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)

The funding for the BPPsy and BPCOMS programmes comes from various sources, such as student tuition fees, income generated from training, courses, and workshops for the community and public bodies through cooperation agreements, grants from the UG Education Foundation, lecturer research grants, the Institutional Competition Grant Program, DIKTI grants, and business-generated income.

According to the SER²⁰:

	BPPsy	BPCOMS
Average Expenditure Per Year	IDR 172.711.764.706 ²¹	IDR 118,729,411,765 ²²
Total Receipts Per Year	IDR 172.711.764.705,88	IDR 118,729,411,764.7

The budget allocation for these programmes over a four-year period is divided into four main areas: 1) educational operations, 2) research activities, 3) community service, and 4) investment.

For students facing financial difficulties, there is an option for partial payments, and they may also apply for scholarships to help them continue their studies until graduation, with the understanding that outstanding payments will be made afterward. In addition, a government scholarship is available for students from remote areas (e.g., Papua) and students with disabilities. In addition, the University provides scholarships for international students from partner universities.

Appraisal:

The income related to the programme 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		

²⁰ Annex 30 Explanatory Note and Financial Model.

²¹ 172,711,764,706 Indonesian Rupiah (IDR) is approximately 10,880,841.18 Euros (EUR), based on the exchange rate of 1 IDR = 0.000063 EUR.

²² 118,729,411,765 Indonesian Rupiah (IDR) is approximately 7,479,952.94 Euros (EUR), based on the exchange rate of 1 IDR = 0.000063 EUR.

5. Quality assurance and documentation

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

Both BPPsy and BPCOMS adhere to UG's Internal Quality Assurance System, which aligns with national higher education regulations and ensures compliance with teaching, research, and community service standards. Quality assurance is structured across multiple levels—university, faculty, programme, and lecturer groups—under the Academic Quality Assurance Board (BAJAMTU UG) and follows the PPEPP model (Establishment, Implementation, Evaluation, Control, and Improvement). The process involves periodic monitoring, evaluation, and collaboration with units such as the Information System Development Centre (BAPSI) and the Professional Certification Institution (UG LSP) to ensure curriculum relevance, effective teaching, and institutional objectives. Internal evaluations use key performance indicators, stakeholder and employer feedback, and accreditation reviews, with results presented in annual meetings for continuous improvement. External monitoring includes Programme Document Evaluation Self-Assessment (EPSBED) and reviews by the BAN-PT. All internal evaluation results are analysed and followed up by the study programme for future improvement. Quality standards, instruments and results of the study programme's internal quality evaluation can be seen on the website²³.

According to SER²⁴, the Internal Quality Evaluation of BPPsy shows an overall "Very Good" performance, with an average score of 87.37. Most standards, including Content, Process, Educators, Facilities, Management, Assessment, and Community Service, received very good ratings, while Graduate Competency, Financing, and Research Standards were rated good.

According to SER²⁵, the Internal Quality Evaluation of BPCOMS shows an overall "Good" performance, with an average score of 84.59. Process, Educators, Facilities, and Community Service Standards were rated very good, while other areas, including Content, Graduate Competency, Management, Financing, Assessment, and Research, received good ratings.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

At the end of the semester, students complete evaluations regarding course content, the learning process, and the learning environment. These evaluations also cover study programme management and other work units, using a questionnaire format. UPMA analyses the responses, which are then documented for study programme evaluation meetings. Students' workload is assessed based on feedback from evaluation forms. About 35% to 50% of BPPsy students participated in the student's survey at the end of the semester, while for BPCOMS about 30% to 55% students participated in the students' survey.

²³ <https://spma.gunadarma.ac.id>.

²⁴ SER, p.82.

²⁵ SER, p.83.

5.2.2 Evaluation by faculty

The evaluation is conducted at the end of each semester, with faculty members providing feedback during regular meetings. The feedback generally includes suggestions to update teaching materials, enhance library references, improve laboratories and infrastructure, and increase seminars and workshops with expert involvement. UPMA also uses a questionnaire to gather faculty feedback on competency development, career paths, welfare, work environment, and research/community service. The results are analysed and documented for study programme evaluation meetings. The study programme Director reviews this feedback and addresses suggested improvements during the meeting. Faculty evaluations cover aspects such as professional development opportunities, fairness, resource availability, compensation, and non-academic facilities.

5.2.3 External evaluation by alumni, employers and third parties

A stakeholder satisfaction survey is conducted through the e-Tracer Study²⁶. The Career Centre provides UPMA with external evaluation data, which is analysed and reported to the appropriate study programme. This allows the study programme to assess the qualifications needed by the community and gather feedback from alumni, employers, and other relevant parties. Graduates complete an online or in-person questionnaire regarding ethics, professionalism, English proficiency, IT skills, communication, and self-development. Feedback helps identify the relevance of the curriculum to the job market. External survey results, assess alumni work motivation, leadership, strategic abilities, managerial skills, communication, adaptability, and collaboration.

The survey evaluation of alumni, employers, and third parties provided in the SER²⁷ shows high satisfaction across various aspects. For both programmes, work motivation, collaboration, and leadership abilities received very high concordance ratings. Leadership and strategic abilities were rated as "concordance" for BPPsy and "very concordance" for BPCOMS. Managerial abilities received similar ratings for both programmes, where both fell under the "concordance" category. Communication and adaptability showed slightly lower ratings, with BPPsy at 3.414 (concordance) and BPCOMS at 3.255 (very concordance). For Graduates they can fill out the evaluation as attached above - 299 graduates of BPPsy participated in our survey for 2022/2023, while about 120 graduates of BPCOMS participated in the 2022/2023 survey.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Academic information at the University, including course details, learning materials, structure, content, and curriculum, is publicly accessible via the university's official website²⁸. Students can also access academic information through the dedicated student portal²⁹. Additionally, the BPPsy and BPCOMS Academic Handbooks are provided to students at the beginning of the academic year, offering essential course and programme information.

²⁶ <http://career.gunadarma.ac.id/>.

²⁷ SER, p.87.

²⁸ <https://www.gunadarma.ac.id>.

²⁹ <https://studentsite.gunadarma.ac.id>.

Course details are digitally documented and available on the University's portal³⁰. Academic guidelines and additional resources can be accessed through the study programme's official website³¹, the Student and Academic Administration Bureau (BAAK) website³².

5.3.2 Information on activities during the academic year

BPPsy and BPCOMS students can access information about their study programs through both conventional and IT-based media. The conventional media includes UG-News, a monthly print tabloid distributed on campus and to stakeholders, and large information boards placed in campus buildings. For IT-based information, students can access the student site³³ at using their user ID and password, which follow a single identity policy for all web-based services.

Students can also access up-to-date academic information through the student site, including curriculum, academic calendar, exams, and progress. Additional resources for BPPsy students are available at <https://fpsi.gunadarma.ac.id/psikologi>, and for BPCOMS students at <https://fikom.gunadarma.ac.id>.

Appraisal:

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Given that the university positions itself as a technology-leading institution with a strong focus on innovation, the panel **recommends** developing a dedicated, university-managed information system for student evaluations, replacing the current reliance on Google Forms. This system should feature secure data management, automated analysis tools, and real-time reporting to enhance transparency and efficiency. Additionally, it should facilitate an effective feedback loop by providing students with timely access to evaluation outcomes and demonstrating how their input contributes to quality improvements in teaching and learning.

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

An external evaluation, in particular from alumna 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 panel also **recommends** creating a system to collect

³⁰ <https://sap.gunadarma.ac.id/>.

³¹ <https://fpsi.gunadarma.ac.id/psikologi/en/home-english/>.

³² <https://baak.gunadarma.ac.id>.

³³ <https://studentsite.gunadarma.ac.id>.

feedback from third parties, e.g., media, PR agencies or PR departments in different companies, advertisement agencies or departments of advertisement or marketing in different companies, Human resources departments, NGOs, special psychological support/aid centres, etc.

The study programmes' content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). They are digitally accessible and user-friendly for students.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			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 Gunadarma (UG)

Bachelor programmes: Bachelor of Psychology / Bachelor of Communication Science

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

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