

# Decision of the FIBAA Accreditation and Certification Committee



13<sup>th</sup> Meeting on March 6, 2024

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	<b>22/133</b>
<b>Higher Education Institution:</b>	<b>Universitas Terbuka</b>
<b>Location:</b>	<b>Indonesia</b>
<b>Study programmes:</b>	<b>Bachelor of Law</b> <b>Bachelor of Accounting</b> <b>Bachelor of Management</b> <b>Bachelor of Development Economics</b>
<b>Type of accreditation:</b>	<b>initial accreditation</b>

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 four conditions.

### **For all programmes:**

**Condition 1:** The University provides a comprehensive internationalisation strategy and corresponding processes in the area of language training that ensures that the internationality of the programmes' design adds to its graduates' employability (see chapter 1.2).

**Condition 2:** The University ensures that students are required to show their ability to do scientific work for a comprehensive final project/thesis and apply scientific methods according to international standards (see chapter 3.1).

**Condition 3:** The University ensures that the quality of teaching and supervision is not jeopardised by the high level of staff externalisation by providing a structured plan to substantially increase the ratio of faculty to students so that the students reach the intended qualification objectives by being supervised/taught by faculty proportionally (see chapter 4.1).

### **Additionally, for Bachelor of Accounting, Bachelor of Management and Bachelor of Development Economics**

**Condition 4:** The University updates its guidelines to ensure a sufficient degree of direct and regular interaction between students and academic faculty, thereby ensuring a high level of scientific standard from the start of studies (see chapter 3.1).

**Proof of meeting these conditions is to be supplied by December 5, 2024.**

Period of Accreditation: March 6, 2024, to March 5, 2029.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Universitas Terbuka, Indonesia

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**Bachelor programmes:**

1. Bachelor of Law Study Programme
2. Bachelor of Accounting Study Programme
3. Bachelor of Management Study Programme
4. Bachelor of Development Economics Study Programme

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**Qualification awarded on completion:**

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

# General information on the study programmes

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## **Brief description of the study programmes:**

The **Bachelor of Law programme** aims to equip graduates with the skills to work as law enforcers, government and non-government officials in the field of law, as consultants or legal advisors. The programme's duration is four years and comprises 232 ECTS credits. The programme is interdisciplinary in nature, drawing on knowledge and skills from fields such as economics and management to provide students with a comprehensive understanding of the complex legal, economic and social issues. The University aims to equip students with academic expertise in hard and soft skills.

The **Bachelor of Accounting programme** aims to enable graduates to analyse financial and non-financial information of business entities to support decision-making. Graduates are expected to fill positions in the areas of accountancy, auditing or consulting. The programme's duration is four years and comprises 230 ECTS credits. The programme is interdisciplinary in nature, drawing on knowledge and skills from fields such as economics, management, law and environmental science to provide students with a comprehensive understanding of the complex environmental, economic and social issues. The University aims to equip students with academic expertise in hard and soft skills.

The **Bachelor of Management programme** is a four-year undergraduate programme that consists of 232 ECTS credits that covers a wide range of subjects related to businesses. The programme is designed to provide students with a solid foundation in the essential areas of business. The objective is to prepare competitive and competent professionals. The programme is interdisciplinary in nature, drawing on knowledge and skills from fields such as management, economics and law to provide students with a comprehensive understanding of the complex managerial, economic and social issues. The University aims to equip students with academic expertise in hard and soft skills.

The **Bachelor of Development Economics programme** aims to provide students opportunities to gain qualifications in the field of Development Economics. It is a four-year undergraduate programme that consists of 230 ECTS credits that cover a wide range of subjects related to development economics. Graduates are expected to pursue careers as economic analysts, research assistants in various institutions or companies, as well as entrepreneurs. During their studies, students will acquire various academic knowledge and skills, which include the formulation of problems and provide alternative solutions to problems with a micro and macroeconomic approach, the ability to compile and develop economic development planning and the ability to analyse various financial issues and national and international banking. In addition to academic skills, students are also equipped with additional soft skills such as accuracy, digital literacy, oral and written communication, problem-solving, cooperation and leadership.

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## **Type of study programme:**

Bachelor programmes: **Distance Learning**

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

1. Bachelor of Law Study Programme 232 ECTS (145 sks) 4 Years

- |    |   |                    |         |
|----|---|--------------------|---------|
| 2. | Bachelor of Accounting Study Programme            | 230 ECTS (144 sks) | 4 Years |
| 3. | Bachelor of Management Study Programme            | 232 ECTS (145 sks) | 4 Years |
| 4. | Bachelor of Development Economics Study Programme | 230 ECTS (144 sks) | 4 Years |
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**Mode of study:**

full-time

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**Didactic approach:**

Distance learning

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

Universitas Terbuka implements open admission; no restriction on the number of student enrollments.

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**Programme cycle starts in:**

All programmes start twice a year (winter and summer semester)

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**Initial start of the programme:**

Bachelor of Law Study Programme	2013
Bachelor of Accounting Study Programme	2005
Bachelor of Management Study Programme	1993
Bachelor of Development Economics Study Programme	1993

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**Type of accreditation:**

Bachelor of Law Study Programme	Initial accreditation
Bachelor of Accounting Study Programme	Initial accreditation
Bachelor of Management Study Programme	Initial accreditation
Bachelor of Development Economics Study Programme	Initial accreditation

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# Procedure

A contract for the initial accreditation of the Bachelor programmes Bachelor of Law, Bachelor of Accounting, Bachelor of Management and Bachelor of Development Economics was made between FIBAA and Universitas Terbuka on November 17, 2022. On March 31, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Michael Koch**

SRH Fernhochschule - The Mobile University, Riedlingen, Germany  
Professor of Economics and Sustainability

**Prof. Dr. Gabriel Lentner**

University for Continuing Education Krems, Austria  
Deputy Head of Department for Law and International Relations and Assistant Professor of International Law and Arbitration

**Carl Johann Niederste Frielinghaus**

Free University of Berlin, Germany  
Student Public Economics (M.Sc.)

**Prof. Dr. Marcus Oehlich**

University of Applied Sciences Bad Homburg, Germany  
Professor of Finance, Accounting and Taxation

**Dr. Fosa Sarassin**

Gadjah Mada University, Indonesia  
Lecturer Management, Entrepreneurship

**Dr. Manfred Schmidt**

Sikos GmbH  
Chairman of the Supervisory Board

**Prof. Dr. Sabine Haller**

Project Manager FIBAA

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 from October 16<sup>th</sup> to 18<sup>th</sup>, 2023 via Zoom.

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

The assessment report based on this was delivered to the HEI for comment on January 22, 2024. The statement on the report was given up on January 30, 2024. It has been taken into account in the report at hand.

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<sup>1</sup> The panel is presented in alphabetical order.

# Summary

The Bachelor programmes Bachelor of Law, Bachelor of Accounting, Bachelor of Management and Bachelor of Development Economics offered by Universitas Terbuka fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup> and therefore recommends the accreditation on condition of meeting the following requirements:

### **For all programmes:**

**Condition 1:** The University provides a comprehensive internationalisation strategy and corresponding processes in the area of language training that ensures that the internationality of the programmes' design adds to its graduates' employability (see chapter 1.2).

**Condition 2:** The University ensures that students are required to show their ability to do scientific work for a comprehensive final project/thesis and apply scientific methods according to international standards (see chapter 3.1).

**Condition 3:** The University ensures that the quality of teaching and supervision is not jeopardised by the high level of staff externalisation by providing a structured plan to substantially increase the ratio of faculty to students so that the students reach the intended qualification objectives by being supervised/taught by faculty proportionally (see chapter 4.1).

### **Additionally, for Bachelor of Accounting, Bachelor of Management and Bachelor of Development Economics**

**Condition 4:** The University updates its guidelines to ensure a sufficient degree of direct and regular interaction between students and academic faculty, thereby ensuring a high level of scientific standard from the start of studies (see chapter 3.1).

**Proof of meeting these conditions is to be supplied by December 5, 2024.**

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body and Foreign language contents (see chapter 3.4) – are not an asterisk criteria and therefore do not lead to a further condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

**Recommendation 1:** In case there should be international classes in the future, the panel recommends the University to ensure for all programmes English language competence as an admission criterion (see chapter 2).

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

**Recommendation 2:** The University ensures that students are enabled to acquire additional competences and skills by offering a wider range of electives and specialisations (see chapter 3.1).

**Recommendation 3:** The University ensures to substantially increase the international and intercultural content in the programmes (see chapter 3.4).

**Recommendation 4:** The University ensures to substantially increase the number of international students from other cultural backgrounds and languages into the programmes (see chapter 3.4).

**Recommendation 5:** The University ensures to substantially increase the number of courses held in English language (see chapter 3.4).

**Recommendation 6:** The University ensures to increase the number of international academic collaborations and associated activities, e.g. to intensify international student and faculty exchanges (see chapter 4.3).

**Recommendation 7:** The University ensures that a Career Platform is introduced for students of the Law Study Programme (see chapter 4.5).

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

There are several criteria in which the programmes are exceeding the quality requirements:

- Integration of theory and practice (see chapter 3.1)
- Equality of opportunity (see chapter 3.2)
- Skills for employment / Employability (see chapter 3.6)

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

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## Information on the Institution

Universitas Terbuka (UT) is the 45th State University in Indonesia and was inaugurated on September 4, 1984<sup>3</sup>. Universitas Terbuka is a distance and open higher education. "Long distance" means that there is a separation between teachers and students mediated by communication technology in the learning process. "Open" means applying high flexibility for learners/students in education in terms of age, study time, academic requirements, age, year of diploma, study period, registration time, and frequency of taking exams. The government of Indonesia established UT to overcome the gap in the capacity of higher education institutions for a large number of high school graduates and the general public who want to continue their education in higher education.

Universitas Terbuka (UT) is the only state higher education institution in Indonesia that employs a system of **open and distance education**. It was established by a Presidential Decree in 1985 as a State Open University with the primary aim to improve higher education access and increase the higher education participation rate.

In carrying out this mission, UT uses an open and distance education system. The meaning of **'open'** is that there are no restrictions in terms of age, year of diploma, study period, time of registration, and frequency of taking exams. The term **'distance'** has the meaning of learning not being fully carried out face-to-face, but is mediated through various forms of media, both printed (modules) and non-printed. Non-printed media takes the form of audio/video programmes, network-based learning, radio broadcasts, and television using the content management system (CMS) and learning management system (LMS).

Currently, UT offers 43 study programmes which include diploma, bachelor, master and doctoral programmes. To meet the needs of special competencies, UT also offers 12 certificate programmes in the areas of language programmes, village administration management, teacher competence improvement, and independent course programmes. As a commitment to UT-ASEAN cooperation, UT also provides an International Masters Programme in ASEAN Studies which is currently being offered in the form of an Advanced Course. This year, UT is serving 412,697 students from within and outside the country throughout 50 countries worldwide, all of them Indonesian. Students come from various backgrounds, ranging from big cities to rural areas, including the isolated, outreach, and disadvantaged (3T) regions in Indonesia. Students are served by 40 UT Regional Offices (UPBJJ offices). To optimally bring services closer to students, UT has also established UT service point (SALUT) that are connected online in several UPBJJ-UT areas.

Quality assurance for the implementation of UT is carried out by internal and external parties. The internal parties are the UT Quality Assurance Center and the UT Internal Supervisory Unit. External audits are carried out by the National Accreditation Board for Higher Education, the International Council for Distance Education, and the International Organization for Standardization (ISO) certification body.

## Vision, Mission, Objectives, and Aims

UT's **vision** was formulated in 1997 based on two mandates from the government, namely

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<sup>3</sup> based on Presidential Decree Number 41 of 1984

(1) to provide wide access to higher education, and (2) to improve the quality and quantity of teachers up to the required level<sup>4</sup>.

UT continues to refine its vision and missions in accordance with the goals to be achieved. In 2007, to prepare the new Strategic Plan, a series of Stakeholder Dialogue meetings were held in four cities, namely Bogor, Medan, Makassar, and Surabaya. Stakeholders invited to the meetings were representatives of the government (Directorate General of Higher Education), community representatives, student representatives, alumni representatives, and UT's partners. The meetings resulted in input from the participants of the meetings that enabled the refinement of the concept of UT's vision, mission, and strategies. In addition, the stakeholder dialogue meetings provided direction for UT's further development into the era of information technology, which is in line with the development of digital technology and the ICDE's recognition of UT's quality and UT's aspiration to be a world-class distance education institution. Based on this, in 2010 UT refined its vision, missions, objectives, and aims which are stated in UT's Strategic Plan 2010-2021 and its succeeding Strategic Plan for 2021-2025 and the long-term development plan for 2020-2035.

UT's **vision** is continuously revisited and currently is:

"Becoming a world quality open and distance higher education institution that produces graduates who have a competitive edge and develops theories and practices of open and higher distance education."

Its **missions** are that UT

- provides access to world-quality higher education for all people through the implementation of various distance education programmes to produce highly competitive graduates.
- reviews and develops the distance higher education system to support the implementation of distance learning systems in Indonesia, and
- makes use and disseminates results of scientific and institutional studies and distance education to address the challenges of national development needs.

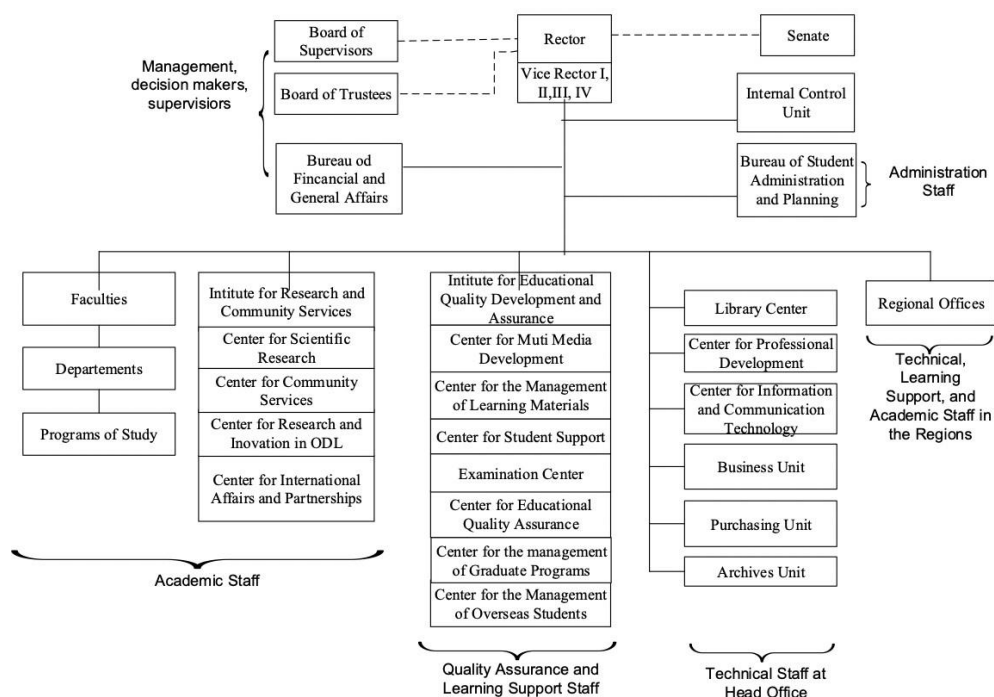
Therefore, the following **objectives** were developed:

- to provide access to world-quality higher education for all people through various distance education programmes;
- to equip graduates with academic and/or professional competence who can compete globally;
- to enhance community participation in continuing education in order to realise a knowledge-based society;
- to provide academic products in the field of distance education, especially higher distance education and other disciplines;
- to improve the quality and quantity of research and development of distance education systems, especially for higher distance education;
- to utilise and disseminate the results of scientific and institutional studies to address the challenges of national development;

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<sup>4</sup> Presidential Decree Number 41 of 1984 on the Establishment of UT

- to enhance the unity of the nation through massive and evenly distributed higher education services; and
- to foster cross-cultural understanding and cooperation networks through educational partnerships at local, national, and global levels.



**Figure 1: The Organization Structure based on the Statute of UT**

The system of **quality assurance** at UT has been independently designed, implemented and controlled since 2001. The process of quality assurance at UT consists of nine main activities and 107 best practices, as the framework of quality assurance at UT. With the existence of Guidelines for Quality Assurance of Higher Education from the Directorate General of Higher Education, the document of System of Quality Assurance of Higher Education, and revision of AAOU (Asian Association of Open Universities) Quality Assurance Framework (in 2010), UT was able to review its own quality assurance framework.

Along with the implementation of quality assurance system, ISO 9001, the reference of what should be achieved by each working unit was defined and this is specified in the Guidelines for Quality Management System. These guidelines are currently being implemented through SMM ISO 9001:2015 in the area of Academic Management for academic units at UT Main Office and in the area of Distance Learning Management for regional offices and other supporting units at the Main Office.

According to the National Accreditation Agency, UT programmes have been accredited A (excellent) and B (very good). Initial accreditation is presented in the following table:

**Table 1: UT Study Programme Accreditation Recap in 2022**

Accreditation Study Programme	Diploma	Bachelor (S1)	Master (S2)	Doctorate (S3)	Total
A (Excellent)	2	10	0	0	12
B (Very Good)	0	21	6	0	27
Good (Initial Accreditation)	0	1	1	2	4
Total	2	32	7	2	43

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

Statistical data are shown in the following tables:

**Table 2: Statistical Data of the Bachelor of Law Study Programme**

		2019	2020	2021	2022	2023 (1 smt)
# Study Places offered by HEI		NA	NA	NA	NA	NA
# Applicants	∑	11,635	12,366	14,278	21,885	13,290
	female	2,840	3,135	4,545	6,958	3,939
	male	8,795	9,231	9,733	14,927	9,351
Application rate		91%	90%	94%	97%	92%
# First-Year Students (accepted applicants)	∑	7,485	7,850	9,069	15,611	12,941
	female	1,868	2,045	3,102	5,161	3,850
	male	5,617	5,805	5,967	10,450	9,091
Rate of female students		25%	26%	34%	33%	30%
# Foreign Students	∑	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places (% new admitted students/new registered student)		64%	63%	64%	71%	97%

<b>Graduates</b>	$\Sigma$	729	1,695	3,103	4,164	2,570
	female	176	374	723	1,009	570
	male	553	1,321	2,380	3,145	2,000
<b>Success Rate</b>		91%	94%	95%	94%	94%
<b>Dropout Rate</b>		NA	NA	NA	NA	NA
<b>Average duration of study (Years)</b>		5.3	4.6	5.0	5.0	6.0
<b>Average grade of final degree (GPA)</b>		2.95	2.95	2.99	3.01	3.09

**Table 3: Statistical Data of the Bachelor of Accounting Study Programme**

		<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>20231</b>
<b># Study Places offered by HEI</b>		NA	NA	NA	NA	NA
<b># Applicants</b>	$\Sigma$	6,110	6,029	8,085	12,078	7,270
	female	4,252	4,227	5,929	9,130	5,562
	male	1,858	1,802	2,156	2,948	1,708
<b>Application rate</b>		95%	93%	96%	98%	88%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	4,348	4,059	5,188	8,776	6,671
	female	3,041	2,799	3,849	6,687	5,093
	male	1,307	1,260	1,339	2,089	1,578
<b>Rate of female students</b>		70%	69%	74%	76%	76%
<b># Foreign Students</b>	$\Sigma$	1	1	1	0	0
	female	1	1	1	0	0
	male	0	0	0	0	0
<b>Rate of foreign students</b>		0.02%	0.02%	0.02%	0.00%	0
<b>Percentage of occupied study places (% new admitted students/new registered student)</b>		71%	67%	64%	73%	92%
<b># Graduates</b>	$\Sigma$	1,289	2,017	2,586	3,904	1,762

	female	816	1,130	1,673	2,567	1,186
	male	473	887	913	1,337	576
<b>Success Rate</b>		56%	50%	53%	50%	43%
<b>Dropout Rate</b>		NA	NA	NA	NA	NA
<b>Average duration of study (Years)</b>		7.6	7.0	7.5	8.0	8.2
<b>Average grade of final degree (GPA)</b>		2.96	2.99	3.02	3.04	3.10

**Table 4: Statistical Data of the Bachelor of Management Study Programme**

		2019	2020	2021	2022	20231
<b># Study Places offered by HEI</b>		NA	NA	NA	NA	NA
<b># Applicants</b>	∑	20,592	20,967	26,944	40,518	21,132
	female	11,000	11,848	16,019	24,509	12,609
	male	9,592	9,119	10,925	16,009	8,523
<b>Application rate</b>		92%	91%	94%	97%	94%
<b># First-Year Students (accepted applicants)</b>	∑	14,063	14,183	17,907	30,565	20,808
	female	7,578	8,047	10,834	18,606	12,435
	male	6,485	6,136	7,073	11,959	8,373
<b>Rate of female students</b>		54%	57%	61%	61%	60%
<b># Foreign Students</b>	∑	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
<b>Rate of foreign students</b>		0	0	0	0	0
<b>Percentage of occupied study places (% new admitted students/new registered student)</b>		68%	68%	66%	75%	98%
<b># Graduates</b>	∑	2,460	3,922	6,389	9,895	4,852
	female	1,146	1,852	3,278	5,449	2,651

	male	1,314	2,070	3,111	4,446	2,201
<b>Success Rate</b>		69%	63%	70%	72%	66%
<b>Dropout Rate</b>		NA	NA	NA	NA	NA
<b>Average duration of study (Years)</b>		14.1	14.4	14.8	15.1	13.6
<b>Average grade of final degree (GPA)</b>		2.98	3.00	3.00	2.99	3.01

**Table 5: Statistical Data of the Bachelor of Developing Economics Study Programme**

		2019	2020	2021	2022	2023/1
<b># Study Places offered by HEI</b>		NA	NA	NA	NA	NA
<b># Applicants</b>	$\Sigma$	851	856	1,097	1,321	704
	female	364	383	584	678	348
	male	487	473	513	643	356
<b>Application rate</b>		89%	87%	92%	97%	91%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	592	575	724	1,006	682
	female	250	260	410	504	339
	male	342	315	314	502	343
<b>Rate of female students</b>		42%	45%	57%	50%	50%
<b># Foreign Students</b>	$\Sigma$	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
<b>Rate of foreign students</b>		0	0	0	0	0
<b>Percentage of occupied study places (% new admitted students/new registered student)</b>		70%	67%	66%	76%	97%
<b># Graduates</b>	$\Sigma$	217	214	226	312	125
	female	128	115	101	153	47
	male	89	99	125	159	78

<b>Success Rate</b>		85%	67%	65%	71%	63%
<b>Dropout Rate</b>		NA	NA	NA	NA	NA
<b>Average duration of study (Years)</b>		6.5	10.7	12.7	13.1	9.0
<b>Average grade of final degree (GPA)</b>		3.10	2.92	2.90	3.00	3.22

As an Open university, UT does not have a **drop-out** policy (NA), instead there are non-active students. A non-active student is a student who does not consecutively register in four semesters. Once he/she registers again she becomes an active student but she/he has to follow the new curriculum.

The **Application rate** is the percentage of new-enrolled students divided by the registered students.

The programmes are revised every five years according to the National Accreditation Review. The last national accreditation review took place:

1. for the Law Study Programme 2021 (valid until June 2026)
2. for the Accounting Study Programme 2021 (valid until Nov 2026)
3. for the Management Study Programme 2021 (valid until April 2026)
4. for the Development Economics Study Programme 2021 (valid until April 2026)



# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1. Objectives of the study programme

The **Bachelor of Law programme** aims to produce graduates who can work as law enforcers, government and non-government officials in the field of law, consultants or legal advisors, mediators or negotiators, as well as contract and agreement drafters who can work in law offices, government agencies, and companies that employ legal experts. The University aims to equip students with academic expertise in hard and soft skills. In addition to academic expertise, they are also equipped with fundamental practical skills in legal services entrepreneurship. Those preparing to become legal consultants are equipped with the ability to compile legal memoranda and legal opinions and draft contracts.

The relevance of the future career positions for students is to widen opportunities to improve the work careers of students. To achieve this goal, the study programme has prepared a curriculum aligned with Level-6 of KKNi (Indonesian Qualifications Reference Framework). The alignment of the curriculum structure, reflected through the profile of graduates, with Level-6 KKNi can be seen in being able to utilise science and technology in their field of expertise and adapt to situations requiring problem-solving.

The Bachelor of Law programme has been improving the quality of services since it opened in 2013, and has now received a national accreditation in 2020 with a rating of “A”.

After completing their education, graduates of the Law Study Programme are expected to

- have knowledge and understanding of substantive and procedural law;
- have the ability to conduct legal analysis and interpretation, legal research, draft legal documents, and communicate orally and written in the context of the law and the development of science and technology;
- be professionally responsible and uphold ethics;  
have the ability to design out-of-court legal problem-solving (alternative dispute resolution).

The **Accounting Study Programme** aims to equip graduates with skills that enable them to analyse financial and non-financial information of business entities to support decision-making. Graduates of the Accounting Study Programme are expected to fill positions as Accountants, Internal Auditors, External Auditors, Entrepreneurs, Consultants, and Financial Statement Analysts in various companies or government agencies engaged in finance, auditing, and taxation. Government agencies are involved in finance, auditing, and taxation at the national and international levels. A description of the professional competencies of graduates of the Accounting Study Programme is as follows:

- Accountant: people with an academic degree in accounting who is tasked with compiling, guiding, supervising, inspecting, and improving bookkeeping and administration;
- Internal Auditor: individuals who independently and impartially conduct consulting activities by bringing a systematic and disciplined approach to evaluating and improving the efficacy of risk management, control, and governance processes;

- External Auditor: public accountants who conduct audits, reviews, and other work for their clients;
- Entrepreneur: people who organise and operate a business, taking on greater than the normal financial risk to do so;
- Consultant: people who provide comprehensive accounting advice to companies and entities;
- Financial Statement Analyst: people who conduct the process of analysing a company's financial statements for decision-making purposes.

UT strives to equip accounting graduates with distinctive academic abilities in the field of auditing. In addition, graduates of the Accounting Study Programme also are to be enabled to possess personal abilities that support the achievement of the expected graduate qualifications, namely communication skills, adequate computer literacy, independence in learning, and the ability to communicate. The level of education in the Accounting Study Programme follows the standards of KKN level 6, namely:

- Able to apply accounting expertise and utilize science, technology, and/or art in the field of accounting problem solving and able to adapt to situation at hand;
- Able to formulate procedural problem-solving based on the theoretical concepts of accounting in depth;
- Able to make appropriate decisions based on analysis of accounting information and data and able to guide choice of various alternative solutions, both independently and in a group;
- Able to be responsible for one's own work and for achieving organizational work results.

The competencies that must be achieved by students based on the Accounting Study Programme curriculum include the following four competencies:

- Specific skills: using information technology for accounting practices, conducting audits, preparing financial reports, and entrepreneurship.
- Knowledge: applying the basic principles and theoretical concepts of economics, accounting, auditing, management, taxation, business law, decision making, information technology, ethics and code of ethics of the accounting profession, and academic integrity.
- General skills: being skilled in conducting research and have social skills, communication skills, conflict handling skills, English language skills, and leadership, and decision-making skills.
- Attitude: being independent, ethical, tolerant, loving the country, caring for the community, law-abiding and disciplined, responsible, and professional.

These competencies support course learning outcomes directed at higher-order thinking, namely level four competencies and above (analysis, evaluation, synthesis, and attitude/character formation) based on Bloom's Learning Taxonomy.

The profile of graduates of the **Management Study Programme** is described in five competencies of Graduate Learning Outcomes (SLOs) that reflect KKN level 6 (Bachelor). LOs are described in aspects of Attitude, General Skills, Knowledge, and Special Skills, namely:

1. having the ability to carry out planning, organising, directing, and supervising in organizations both governmental and private ones;

2. having the ability to apply management science for the running and developing of businesses creatively and innovatively through the use of digital technology;
3. having an independent, professional, responsible, and ethical attitude in running businesses and organizations;
4. having communication and cooperation skills to develop business networks;
5. having the ability to carry out research.

Based on the SLOs that have been determined, the jobs or professions graduates can have include first-line managers, management consultants, and entrepreneurs. Graduates are prepared to work in the service, trade, agriculture/livestock, and finance sectors.

After successfully studying in the Management Study Programme, graduates will have academic and professional skills, which can be summarized as general and specific skills. General skills of graduates are

- 1) the ability to think logically, critically, systematically, and innovatively;
- 2) the ability to show independent, quality, and measurable performance;
- 3) the ability to compile scientific descriptions of the results of scientific studies;
- 4) the ability to communicate and cooperate;
- 5) the ability to develop one's self (life long learning).

Meanwhile, the special skills of Management Study Programme graduates are

- 1) the ability to use technology in solving problems and making decisions;
- 2) the ability to design business plans;
- 3) the ability to compile and translate organizational strategic plans into organisational and operational plans;
- 4) the ability to carry out management functions;
- 5) the ability to conduct empirical studies and disseminate the results of studies according to scientific principles properly and ethically.

The **Development Economics Study Programme** aims to provide opportunities for all Indonesian people, in the country and abroad, to improve their Higher Education qualifications in the field of Development Economics through the Distance Learning system. After taking this study programme graduates are expected to pursue careers as economic analysts, research assistants in various institutions or companies, as well as entrepreneurs.

During their studies, students will acquire various academic knowledge and skills, which include the

- Ability to apply the concepts, theories, and supporting analytical tools needed to formulate problems and provide alternative solutions to problems with a micro and macroeconomic approach;
- Ability to operate technology both in learning and in conducting economic analysis;
- Ability to compile and develop economic development planning;
- Ability to understand and evaluate government policies and their relation to the business world;

- Ability to map economic potential both nationally and internationally;
- Ability to analyse various financial issues and national and international banking.

In addition to academic skills, students are also equipped with additional soft skills such as accuracy, digital literacy, oral and written communication, problem-solving, cooperation, and leadership. In preparing and developing the curriculum, the Development Economics Study Programme curriculum consists of several courses designed, developed, and evaluated regularly to ensure that students and graduates can master the targeted learning outcomes.

## Appraisal:

The qualification objectives of the four Bachelor programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. The key learning outcomes are explicitly elaborated and 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

The goal of the **Law Study Programme** in terms of internationalisation is to ensure that graduates can work professionally and master legal reasoning and legal practice in the private and public sectors nationally and internationally. The results of this need identification are contained in the study programme curriculum: Law and Human Rights, Legal Interpretation, and Reasoning. Three law study programme lecturers have experience as tutors at the Indonesian Cyber Education Institute (ICE). Various core competencies that graduates must master have been well prepared and cover theoretical and practical domains, such as litigation in national and international contexts. Reviewing and updating the programme's content and learning outcomes to ensure they align with international best practices in the field.

The Law Study Programme being part of the Global Distance Learning Research University has several international elements. The UT Law Study Programme and ICE have agreed to give each other access to their students through a cooperation allowing students to take courses at the other institution each semester. In this semester, there are two courses being offered to ICE students, namely *Law and Human Rights* and *Legal Interpretation and Reasoning*.

The English-1 course provides basic English language skills in grammar, structure, composition, and vocabulary. English-2 strengthens and deepens understanding of grammar, structure, and composition, plus compound words and readings.

Regarding international orientation, the **Accounting Study Programme** aims to encourage its graduates to compete globally following the development of the needs of the workforce in accounting, both at the national and international levels. This has been started by providing courses with international content, including *International Business* and *International Taxation*.

UT strived to compile and implement an internationally charged curriculum that can enable graduates to compete in the global market. In implementing the internationally charged curriculum, the Accounting Study Programme has courses delivered in English, namely *Management Control Systems*, *Portfolio Theory and Investment Analysis*, *Banks and Non-Bank Financial Institutions*, *Public Sector Accounting*, *Accounting Information Systems*, *Advanced Financial Accounting II*, and *Auditing I*. The seven courses have exchange opportunities with the learning platform at *Tsinghua University* Beijing, China.

Meanwhile, internationally oriented courses such as *International Taxation* and *International Business* will later be offered to UT students and other Higher Education students through cooperation with the International Cyber Education Institute (ICE) that is managed by the Indonesian Network Learning Development Unit.

To encourage the development of research and publications, the Accounting Study Programme has also published an English-language scientific journal, the *Journal of Financial and Behavioural Accounting*, which is currently heading for international journal indexing. In addition, study programme lecturers are also encouraged and supported to publish their scientific works in international journals.

Universitas Terbuka has obtained a Quality Certificate from the International Council for Open and Distance Education (ICDE).

The curriculum design of the **Management Study Programme** was developed with reference to similar study programmes. The international context of the curriculum is found in courses, the use of international case examples, the utilisation of Open Educational Resources (OER) from international sources, and the opportunities for students to take courses offered by foreign universities through the Indonesia Cyber Education Institute (ICE). The following courses have a global context: *Management*, *HR Audit*, *Organizational Behavior*, *Cost Accounting*, *Business Law*, *Supply Chain Management*, and *Entrepreneurship in the Digital Age*. Students' global insight is also built through a learning process that involves tutors who have international insight, such as from study abroad, professional interaction with international institutions, being a resource person in academic/scientific activities, and collaborative scientific programmes and international community development.

Regarding international orientation, the **Developing Economics Programme** aims to prepare and equip students to be ready and capable of performing tasks in a global context. To realise this, the study programme strives to develop a curriculum and course contents that supports internationalisation. In addition, it also continues to innovate the development of a distance learning system that can be accessed by students and teachers anywhere and anytime. Some programmes or activities that support internationalisation are as follows:

- Encouraging students to take courses at universities abroad or through the ICE institute. For example: taking *Ecological Environmental Protection and Sustainable Development* courses offered by Shaanxi University of Science Technology, or the *Data Structures and Algorithm Design Part I* course offered by Tsinghua University, and *Investment Analysis and Portfolio Management* offered by Dongbei University of Finance And Economics.

- Developing teaching materials in English (Introduction to Macroeconomics, Introduction to Microeconomics, International Economics, Development Economics, History of Economic Thought, International Financial Economics, Economics and Business Statistics).
- Having courses that have international content, such as *International Economics*, *International Financial Economics*, *Microeconomic Theory and Macroeconomic Theory*, *Monetary Economics*, *History of Economic Thought*.
- Some lecturers have international experience, such as further studies at The University of Western Australia, short courses at Simon Fraser University Canada, sandwich programs at Università Degli Studi Siena Italy, and participating in international conferences in various countries.

## Appraisal:

The programme design takes into account international aspects that are integrated into the curricula.

However, these are still developing. A comprehensive strategy for internationalisation is not evident. There are some course materials available in English, but no consistent international orientation is recognisable. There are collaborations with open universities in other countries, but it was not clear from the available materials or from discussions with lecturers and students that these options have a clear impact on students' qualifications and are being actively utilised. There are possibilities for student and staff mobility and international lecturers/guest speaker are invited, but the exchange of students is very limited. With a few exceptions, the content of the programmes is also very nationally oriented. **The panel therefore recommends the following condition:**

**The University provides a comprehensive internationalisation strategy and corresponding processes in the area of language training that ensures that the internationality of the programmes' design adds to its graduates' employability.**

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

## 1.3 Positioning of the study programme

### Positioning of the study programme on the educational market

#### For all programmes:

Universitas Terbuka has a quite unique positioning in Indonesia in the field of university education. UT was founded to provide university education to as many people as possible in the island nation, regardless of status, age, religion or place of residence in the island kingdom. Only in recent years some distance learning programmes have been developed by other universities. The UT Study Programmes have good accessibility because of its wide

geographic range (reaching areas like Frontier, Outermost, Disadvantaged and hard-to-reach areas) and has adequate facilities. Frontier and outermost areas have geographical conditions directly bordering on other countries and the outermost regions of Indonesia. Disadvantaged means having a low quality of development, where the community is less developed than other regions on a national scale.

The programmes are supported by 39 regional offices in each province and one service overseas. These regional offices have facility and infrastructure that can reach students in all regions in Indonesia and abroad.

The **Law Study Programme** has advantages in the open and distance education system, including the number of graduates produced, the competence achieved by graduates, the flexibility of education travel time, the delivery of varied teaching material content, the use of diverse learning resources, and more efficient management of education programmes. Research shows no significant difference in the learning outcomes experienced by students in face-to-face classrooms compared to those in distance learning situations.

The **Accounting Study Programme** is an undergraduate programme held through an open and distance education system. The advantages can be seen from the open learning process. It provides an opportunity for everyone to become a student without any age limit, only requiring certified graduation from a high school/equivalent. Another advantage of the distance learning process is that students can study flexibly because it is not limited by space and time. This flexibility allows Accounting Study Programme students (who are mostly already working) to complete their studies.

Nationally, the **Management Study Programme** contributes 6.9% of the total number of Management students in Indonesia<sup>5</sup>. As advantages of the programme compared to those from other universities, UT considers its flexibility. It can accommodate people with limited time and from different regions. Secondly, UT has been internationally accredited in the implementation of distance education by *The International Council for Open and Distance Education (ICDE)*. Thirdly, UT sends lecturers to join Fellowship Programmes with other universities that are members of the *Asian Association of Open Universities (AAOU)*. In addition, tutors recruited as non-permanent lecturers come from several public and private universities. Fourthly, the Management Study Programme has advantages in the learning system compared to the competing universities that also provide distance education, such as *BINUS, Mercu Buana, Harapan Bangsa Technology Institute, Universitas Pembangunan Jaya, and Al-Azhar*. The advantages of the UT distance learning process are the availability of learning facilities such as online learning (tuton), web tutorials (tuweb), UT Radio, and UT-TV, which students can access easily. Fifth, the UT Management Study Programme does not adhere to the dropout system (DO) as an implementation of UT's tagline "Making Higher Education Open to All". Sixth, UT provides accessibility to quality higher education in the field of Management as it has affordability of UT Regional Offices in Indonesia and overseas services.

UT opened **Developing Economics Programme** in 1984 based on the results of a consortium of higher education in economics. In 1990, the programme was authorized by the Decree of the Director General of Higher Education<sup>6</sup>. Since its operation in 1984 a distance learning system was used and was the only one to implement it until in 2020 when several universities

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<sup>5</sup> Education Statistics 2020

<sup>6</sup> Decree of the Director General of Higher Education No. 51/DIKTI/KEP/1990

began to develop distance learning systems. The programme has more than 2,000 active students spread throughout Indonesia (including in 3T areas) and abroad. The concept used by the programme in particular, and UT in general, provides flexibility for all Indonesian people to participate in learning activities that are not limited by space and time.

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

The employment of graduates of the **Law programme** is dominated (80 %) by law enforcement officer positions in the Indonesian National Police. The remaining 20 % have employment related to their field of study, such as legal staff or trial lawyers. Various competencies relevant to the profile of the ability to enforce and provide legal services in the 5.0 era society are provided to Law Study Programme students.

The principle of "link and match" between the output of Law Study Programme graduates and the absorption of the world of work has become the Law Study Programme's platform; this can be seen from the Law Study Programme curriculum being built based on the Outcome Based Education of the workforce. The biggest markets that require legal experts are those related to justice and law enforcement, namely judges, prosecutors or advocates, police officers, Civil Service Police Units who are the legal part of various corporate institutions, or government employees. The Law Study Programme has a legal dry-lab in the form of a litigation study unit (Course-Practice in Court and non- litigation/Alternative Dispute Resolution) which is used as a medium for students to develop the ability to practice. The objectives of this Dry-Laboratory of Law are to organise proficiency of education (specifically and separately), and to encourage lecturers to use applied approaches by providing materials for lecturers, as well as encouraging the lecturers to use materials from case studies and regulations.

The Law Study Programme was established for a straightforward reason, namely the community's urgent needs, especially from the Indonesian police force, which is quite large in size. Therefore, the programme must ensure that the direction of legal education is not limited to educating students to contribute to economic growth and law enforcement.

The **Accounting Study Programme** allows students to study while working to help improve professional abilities that support performance in the workplace (in-service training), including obtaining the desired job in less than six months. In addition, the Accounting Study Programme also motivates students to become entrepreneurs by providing Entrepreneurship courses in the Digital Era and implementing Entrepreneurship Community Service activities involving lecturers and students.

The Accounting Study Programme conducts a tracer study every year. The curriculum was designed to accommodate the needs of the graduates' workplaces. Based on the tracer study for 2019-2021 graduates, more than 60 % of respondents stated that there was a close relationship between the field of work and the field of science. Thus, the competencies and expertise obtained by graduates are in accordance with the needs of the industrial world. Accounting graduates are needed in the workforce, especially outside Java, but most want to work in the Java region.

Based on tracer studies, **Bachelor of Management Study Programme** graduates have stated that most of them (86.82 %) work in fields relevant to their study background. As many as 64 % of the UT Bachelor of Management Study Programme graduates work in positions in accordance with the level of their undergraduate education, while 31% stated that their current work should be done by people of higher education than them.



Based on the distribution of jobs, study programme alumni work in fields relevant of their education and in adequate levels of education. Some fields of work that graduates will be able to enter in the future include Digital-based business development or professionals in the field of e-business. Other professions that fit the profile of Management Study Programme graduates in the future include AI Intellectual Property Negotiator, Blockchain Talent Analyst, Community Farm Finance Broker, Innovation Manager, Personalized Marketer, Real-Virtual Transfer Shop Manager, and Chief Ethics Officer.

The **Developing Economics Programme** is designed to meet the needs of the labor market in various economic fields. Based on tracer studies in 2020 and 2021, around 70 % of graduates are government agency employees. The tracer study results show a close relationship between the curriculum and the world of work.

#### *Positioning of the study programmes within the HEI's overall strategic concept*

Since its opening in 2013, the **Law study programme** of 2020 has received the national accreditation with an A-accredited rating. Another major achievement of the Law Study Programme is that some students have won various national-level law debate competitions.

One of UT's visions is to increase access to higher education for all Indonesian people. The **Accounting Study Programme** was established as part of UT's efforts to make a real contribution to accelerating the provision of reliable human resources in the accounting field in Indonesia. The establishment of Accounting was based on high public interest in becoming a bachelor or associate expert. However, the capacity is still limited, and most of the social sciences are concentrated in the big cities of Java. There is unaffordability in cost, the region, and the learning system. Public interest is still being shown by the increase graduates who continue their education to higher levels and the increase of those graduates throughout Indonesia who continue their education. This is evident through the number of students continuing to increase. In 2022, student numbers reached 19,763 people spread across all provinces in Indonesia and abroad.

The Accounting Study Programme also supports the achievement of University performance, namely the UT Rector's Performance Agreement with the Director General of Higher Education of the Ministry of Education, Culture, Research and Technology and the UT Performance Contract with the Director General of Treasury of the Ministry of Finance. This includes the students who attended the Indonesia Cyber Education Institution (ICE Institute) in 2022, which was as many as 290 people, and students who obtained national level achievements during the 2019-2021 period (44 people) in the academic field, namely in debate competitions and non-academic.

The Accounting Study Programme also supports the achievement of UT's strategic plan 2021-2025 by obtaining accreditation A from the National Accreditation Agency for Higher Education in 2021.

The **Management Study Programme** obtained national A accreditation in 2015 and 2020. To date, out of the 43 study programmes at UT, seven study programmes have obtained A accreditation. Based on the number of students, the Management Study Programme is ranked second (66,070) after the School Teacher Education Study Programme (88,675). Student numbers also show an increasing trend from year to year, spreading throughout Indonesia and to several countries abroad. This is in accordance with the vision and mission of the Open University.

The **Developing Economics Programme** supports UT's vision and mission of providing higher education services with an educational system for all levels of society. The programme has met the UT's strategic plan target by achieving superior national accreditation results. The University strives to development technology-based systems for the programme, for example, in the development of digital teaching materials that students can access more easily in line with technological and information developments.

## Appraisal:

The reasons given for the positioning in the educational market of this study programmes are plausible. The orientation of the four programmes shows that the University took a close look at the market and the competitive situation. The uniqueness lies in the characteristics of being an Open University with access for all who are qualified.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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

## 2 Admission

### Admission requirements

#### **For all programmes:**

The admission process for UT student candidates is based on UT Rector Regulation<sup>7</sup> concerning the implementation of the UT System Catalogue for the 2021/2022 Academic Year. The general requirements for prospective students are:

1. possessing a high school / high school / vocational/equivalent diploma, or
2. coming from an accredited study programme that applies the Recognition of Prior Learning (RPL) scheme or without RPL. RPL is the recognition of a person's learning achievements obtained from formal, non-formal, and informal education and/or work experience as a basis for continuing formal education and to equate certain qualifications.

Prospective students who meet the above requirements can directly register or register online through the website. Prospective students who do not have an internet connection can come directly to the nearest UT Regional Office (UPBJJ-UT) to register online by bringing all the required files listed in the UT Catalogue. The UT Regional Offices are the technical implementation unit of UT in the region. UT has 39 UPBJJ-UT spread across 34 provinces in Indonesia and one Overseas Student Management Centre. Prospective students must have an active email account.

The steps taken include prospective students registering on the website, verification via email, payment, and uploading files to the system.

In the first step, students register themselves as prospective new students by completing the registration process of prospective student personal data, contact information, education programmes, last education and transfer of credits, additional information, and registration of disability. Files containing administrative evidence that need to be submitted during registration are uploaded, including photocopies of diplomas legalised by authorized officials, a statement letter of data correctness and document validity with a stamp of Rp<sup>8</sup>10,000, - / e-stamp, a scan of the registration form that has been signed and filled in by the student, and a scan of the Identity Card or Family Card.

The second step is validation of the completeness of the prospective new student files by the UT Bureau of Academic Administration and Planning. If files are verified complete, students will be informed by being given a Student Identification Number.

In the third step, students register for courses according to the programme taken and then receive registration billing to pay tuition.

In the fourth step, students make course registration billing payments at the Bank or other UT Partner institutions.

UT applies two types of registration, namely new student registration / first registration and secondly course registration. New student registration / first registration is recording student personal data and the courses taken in the first semester. Recording is only done once

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<sup>7</sup> UT Rector Regulation No. 921 of 2021

<sup>8</sup> 1 Euro = approx. 16.500 Rp

throughout the course of the programme. Students must register for their courses each subsequent semester.

The provisions of the **registration requirements** for prospective students include general requirements for prospective students, such as

- 1) a high school diploma or equivalent (Package C/Diploma/Bachelor's degree);
- 2) come from a nationally accredited study programme or having an Operational Permit Decree or Permit for the implementation and Accreditation of Study Programmes from the Ministry of Religion for prospective students with a Diploma or Bachelor's degree;
- 3) complete the required registration documents digitally (scanned).

The manuscript of the UT new student admission registration requirements and procedures can be obtained through the UT website or 39 UPBJJ-UT regional offices throughout Indonesia.

Generally, the required documents that prospective high school students or equivalent must provide are

- 1) UT student personal data form,
- 2) photo and signature,
- 3) form of statement of data correctness and document validity,
- 4) photocopy of the diploma, legalised transcript, or graduation certificate.

Prospective students who want to register through the credit transfer system must fill out a credit transfer application form for undergraduate input or transfer from another campus. The application for credit transfer must be accompanied by a photocopy of the high school diploma and Non-Commissioned Officer certificate, along with the transcript of each value for the Non-Commissioned Officer programme credit transfer. For non-credit transfer NCOs, a legalised transcript of grades from the university of origin is attached.

Regarding education costs, fees are charged to prospective students for the organisation and guidance of education and academic administration services. Tuition fees consist of tuition and other academic service fees. UT tuition depends on the service scheme chosen by prospective students or students who re-register. Details of academic administration service fees are presented in the following table:

**Table 6: Academic Service Fee Rates**

No	Service Type	Tariff Unit	Cost
1	New Student Registration	Per File	Rp100,000.00
2	Student Card Replacement	Per Card	Rp 50,000.00
3	Teaching Materials	Per Book	RP As per TBO price
4	TTM Atpem	Per Course	Rp150,000.00
5	Web-based Exam	Per Course	Rp150,000.00
6	Web-based Course Re- Examination	Per Course	Rp150,000.00
7	Bank Administration Fee	Per Transaction	Rp At cost Bank BTN, Bank BRI, Bank Mandiri, and Bank BNI
8	Transcript Translation Fee	Per Set	Rp100,000.00

In line with the applicable education legislation, UT, as an institution of higher education providing access and educational services, provides **scholarships** to qualified educationists.

Course registration is the determination of courses or course packages that will be taken in a semester according to the curriculum of each study programme conducted by students on the online application or come to the nearest UT Regional Office (UPBJJ-UT) for students who do not have an internet connection (outside the network). Registration can be done throughout the year and is carried out independently by prospective students by uploading the required files in digital form.

Students who register for the semester package system will get printed teaching materials because teaching materials are included in the registration fee and will be sent to the UPBJJ-UT.

### Counselling for prospective students

#### **For all programmes:**

Universitas Terbuka provides various consultation services for prospective students directly and online and other information media such as leaflets, the UT website, and other official social media such as Instagram and Facebook.

Prospective students can access information related to the study programme curriculum and the delivery system offered by downloading the curriculum catalogue available on the UT website. The flow and guidelines for new student registration and payment can also be accessed through the UT academic information system.

UT also organises academic administration services using telephone, internet/community forums, email, mail. Meanwhile, consultation services can also be done directly through the front office or in the consultation room located at one of the 39 UPBJJ-UT offices, or via telephone *Hallo UT*. UT provides students with information services, learning assistance services, academic guidance services, academic administration services, student complaint services, and library services. This service is intended to help students overcome educational and academic administration problems faced during their studies at UT.

The student registration system, for both new students and old students, has been designed using an Online and Offline system. Registration issues, academic leave, descriptions of study programmes and courses, curriculum, tutorial and exam schedules, access to virtual reading rooms, tutorial activities, and others have been incorporated in an information system that the community and UT students can access. The form of information packaging is various, including websites, brochures, catalogs, and flyers.

In the admission policy, **UT does not implement selection procedures** through UT higher education entrance tests/exams. It only applies administrative selection, not selection tests. UT is motivated by a philosophical understanding that the University is running an open education system (distance education) and distance learning (distance learning). The meaning contained in the notion of 'open education' is that people to pursue education at UT are not limited by space (place) and time (study period and age). Therefore, it is no longer relevant to require entry into UT students to go through a selection test; the real selection test is through the student learning process of the students themselves in pursuing education.

### Ensuring foreign language proficiency

#### **For all programmes:**

UT does not require English as a language in the learning process or as an entry requirement. However, as an implementation of the English learning process, it is required to be followed by students in the form of institutional content courses. Students are encouraged to participate in the UT-Indonesia Cyber Education programme delivered in English as a form of support for English proficiency.

### Transparency and documentation of admission procedure and decision

#### **For all programmes:**

The new student admission process is communicated through a catalogue accessible by all communities through the UT website. The admission process for UT student candidates is based on UT Rector Regulation<sup>9</sup> concerning the Implementation of the UT System Catalogue for the 2021/2022 Academic Year.

For students who live abroad, registration is carried out through the Overseas Student Management Center; except for students domiciled in Singapore and Malaysia.

Students can register at the designated mobile registration places that are available outside the UPBJJ-UT office. Further information about mobile registration can be obtained from the local UPBJJ-UT. Admission to undergraduate programmes for applicants with the equivalent of a high school diploma, per the decision of the Rector of Universitas Terbuka about Prospective Universitas Terbuka students, can register for classes throughout the year.

A verification team carries out the validation process of registration documents under the coordination of Academic Administration & Graduation. Selection results are submitted to students in writing via email. Students who register directly at the Office of the Learning and UT Regional Office (UPBJJ-UT) have their registration files verified and validated on the spot and the students know immediately if there are documents that need to be completed.

Universitas Terbuka guarantees that new student registration procedures and decisions are carried out transparently because the entry selection process is open with the minimum participant requirement having graduated from high school, without age or gender restrictions, and is communicated in the UT catalogue. Procedures and Determination of new student registration are carried out throughout the year and independently by prospective students through online registration through the webpage. Prospective UT students can register wherever they are as long as they have an internet network or through UPBJJ-UT; prospective students who still need to meet the complete requirements can register but cannot register for courses until the required documents are validated by Universitas Terbuka.

#### **Appraisal:**

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

Applicants can directly turn to a student counselling service or to one of the regional offices throughout Indonesia to clarify of specific questions, of personal aptitude, of career

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<sup>9</sup> UT Rector Regulation No. 921 of 2021

perspectives etc. Personal dialogue between applicants and the HEI is provided by telephone and via e-mail. There is an abundance of online information to clarify issues.

There is no selection procedure as everybody who fulfils the requirements is admitted.

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

There are no English admission requirements (required language proficiency level or required result in a concrete language test). As UT is predominantly nationally oriented, this is not a serious shortcoming. However, in case there should be international classes in the future, the panel **recommends** the University to ensure for all programmes English language competence as an admission criterion.

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

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### For all programmes:

The programmes offer a broad range of major subjects, providing students with a high degree of flexibility to tailor their education to their specific learning style.

The syllabus for each course provides information about the learning outcomes of the course, the number of ECTS credits, course content, requirements for examinations, methods of assessing student progress, scale, and evaluation system, and recommended and required learning resources of the course.

Bachelor programmes in Indonesia offer students the integration of a free independent learning semester (national Freedom to Learn – Independent Campus (Merdeka Belajar - Kampus Merdeka/ MBKM)). The MBKM programme was established in March 2020 by the government (Kemendikbud Ristek) to provide opportunities for the development of innovation, creativity, capacity, personality, and student needs, through the real experiences and dynamics of the job market. This programme opens up opportunities for students to participate in eight elective forms of learning, each worth 20 credits per semester:

- Student exchange,
- Internship,
- Teaching assistant,
- Research,
- Humanity Project,
- Entrepreneurship,
- Independent Project,
- Community Development.

##### Logic and conceptual coherence

The course structure of the **Law Programme** is distributed into eight semesters, and the credit load and the number of courses in a semester are calculated from this. The various courses are categorised into three groups, namely study programme compulsory courses, institutional compulsory courses, and general compulsory courses. The number of compulsory study programme courses is 44, compulsory institutional courses three, and general courses six.

The law study programme curriculum has been designed to consist of 145 credits (230 ECTS) spread over 53 courses. In each semester, students take at most 21 credits.



**Table 7: Curriculum Structure of the Bachelor of Law Programme**

Code	Course	Credit	ECTS	Basic/ Advanced/ Elective/ Thesis	Method Of Teaching
<b>1st Semester</b>					
MKWU411x	Religious Education*	3	4.2	Basic	MBL, Tutorial
MKWU4108	Citizenship Education*	2	2.8	Basic	MBL, Tutorial
MKWU4110	Indonesian Language*	2	2.8	Basic	MBL, Tutorial
	Pancasila*	2	2.8	Basic	MBL, Tutorial
HKUM4130	Introduction to Law	3	4.2	Basic	MBL, Tutorial
HKUM4131	Indonesian Legal System	3	4.2	Basic	MBL, Tutorial
		15	24		
<b>2nd SEMESTER</b>					
HKUM4209	Theory of State	2	2.8	Basic	MBL, Tutorial
HKUM4202	Civil Law	3	4.2	Advanced	MBL, Tutorial
HKUM4203	Criminal Law	3	4.2	Advanced	MBL, Tutorial
HKUM4201	Constitutional Law	3	4.2	Advanced	MBL, Tutorial
ADPU4332	State Administrative Law	3	4.2	Advanced	
HKUM4204	Customary Law	2	2.8	Advanced	
HKUM4102	Law and Society	2	2.8	Advanced	MBL, Tutorial
		18	28.8		
<b>3rd SEMESTER</b>					
HKUM4206	International Law	3	4.2	Advanced	MBL, Tutorial
MKWI4202	Learning in the Digital Era*	3	4.2	Advanced	MBL, Tutorial
HKUM4406	Criminal Procedural Law	3	4.2	Advanced	MBL, Tutorial
HKUM4	The Practice of Criminal Law	3	4.2	Advanced	MBL, Tutorial
HKUM4408	Islamic Law and Religious Court Procedures	3	4.2	Advanced	
HKUM4207	Commercial Law and Bankruptcy	3	4.2	Advanced	
HKUM4210	Environmental Law	2	2.8	Advanced	MBL, Tutorial
		20	32		
<b>4th SEMESTER</b>					
HKUM4211	Agrarian Law	3	4.2	Advanced	MBL, Tutorial
HKUM4403	Science of Legislation	3	4.2	Advanced	MBL, Tutorial
HKUM4202	Civil Procedural Law	3	4.2	Advanced	MBL, Tutorial
HKUM4	The Practice of Civil Law	3	4.2	Advanced	

MKWI4201	English	3	4.2	Basic	MBL, Tutorial
MKWI4203	Entrepreneurship in the Digital Era	3	4.2	Basic	MBL, Tutorial
ADPU4336	Employment Law	2	2.8	Advanced	MBL, Tutorial
		20	32		
<b>5th SEMESTER</b>					
SKOM4439	Mass Media Law**	3	4.2	Advanced	MBL, Tutorial
SKOM4209	English II**	3	4.2	Basic	MBL, Tutorial
EKSA4406	Conventional and Sharia Banking**	3	4.2	Advanced	MBL, Tutorial
PKNI4209	Juvenile Criminology and Delinquency**	3	4.2	Basic	MBL, Tutorial
HKUM4407	Tax Law and Tax Procedures	3	4.2	Advanced	
ADPU4340	Village Government Administration**	3	4.2	Advanced	MBL, Tutorial
HKUM4312	Consumer Protection Law**	2	2.8	Advanced	MBL, Tutorial
		20	32		
<b>6th SEMESTER</b>					
PKNI4315	The Law and State Administrative Court**	3	4.2	Advanced	MBL, Tutorial
HKUM4	The Practice of State Administration	2	2.8	Advanced	MBL, Tutorial
HKUM4404	Legislative Review	3	4.2	Advanced	MBL, Tutorial
HKUM4401	Legal Interpretation and Reasoning	3	4.2	Advanced	MBL, Tutorial
HKUM4303	Corporate Law	2	2.8	Advanced	
HKUM5304	International Civil Law	2	2.8	Advanced	MBL, Tutorial
HKUM4305	International Criminal Law	2	2.8	Advanced	MBL, Tutorial
SKOM4318	Intercultural Communication*	3	4.2	Advanced	MBL, Tutorial
		20	32		
<b>7th SEMESTER</b>					
HKUM4208	Law and Human Rights	3	4.2	Advanced	MBL, Tutorial
HKUM4306	Legal Research Methods	3	4.2	Advanced	MBL, Tutorial
HKUM4	Comparative Law	3	4.2	Advanced	MBL, Tutorial
HKUM4103	Philosophy of Law and Professional Ethics	3	4.2	Advanced	MBL, Tutorial
HKUM4402	Covenant Law	3	4.2	Advanced	MBL, Tutorial
HKUM4409	Arbitration, Mediation, and Negotiation	3	4.2	Advanced	MBL, Tutorial
		18	28.8		
<b>8th SEMESTER</b>					
HKUM4560	Scientific Writing*	2	2.8	Final Project	MBL, Tutorial

HKUM4500	Final Comprehensive Assignment	4	5.6	Final Project	MBL, Tutorial
HKUM4301	Telematic Law	3	4.2	Advanced	MBL, Tutorial
HKUM4302	Intellectual Property Rights	3	4.2	Advanced	MBL, Tutorial
HKUM4	Community Empowerment*	2	2.8	Advanced	MBL, Tutorial
		<b>14</b>	<b>22.4</b>		
	<b>Total</b>	<b>145</b>	<b>232</b>		

In the Law Study Programme, students are required to take a curriculum with 145 credits spread across 53 courses. Elective courses (\*\*) amount to seven courses with a load of 21 credits, and the courses with content of university character (UT) (\*) consist of seven courses with 18 credits. Students are given the flexibility to take part in the Independent Learning-Independent Campus (MBKM) programme as a substitute for electives in semesters six and seven. The courses with content of the Law Study Programme character amount to 37 courses with a weight of 102 credits. Study Programme and joint courses with cross- Programme cooperation character amount to two courses with a weight of six credits each.

The strengthening of work skills for students is reflected in the courses that students can choose from MBKM. Students can hone their abilities through the selection of MBKM-specific courses according to their talents and interests and those relevant to the world of work they are interested in as preparation for their future careers.

The Law Study Programme is designed with the intention to meet the competency needs of students and direct their academic abilities to master the law both practically and theoretically. All courses are designed on a case-study and practice-based basis. At the end of the study period, law students are given the opportunity to practice in various law firms, prosecutors, or courts, so that the theoretical and conceptual skills that have been obtained can be understood as relevant.

The Law Study Programme aims to enable graduates to become competent legal analysts, namely

- (1) Mastering the Indonesian Legal System;
- (2) having basic legal practice skills and scientific knowledge in law;
- (3) develop a social sensitivity in matters of justice for the community;
- (4) having the ability to analyse and apply law to solve legal problems.

Various courses are developed and poured in the form of modular subject matter books as the main learning resources and other interactive teaching media delivered by tutors. The programme is based on a full-time learning mode, with semester system Intakes (January and June). Provisions for the implementation of the Law Study Programme are set out in the academic Handbook of Undergraduate Programmes<sup>10</sup>.

Courses developed in the curriculum of the **Accounting Study Programme** are based on the SLOs imposed on the courses and study materials. Courses can be created from study materials to achieve one or more learning outcomes. The following is the curriculum structure of the Accounting Study Programme:

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<sup>10</sup> Rector decree 2016 on the implementation of Undergraduate Programmes

**Table 8: Curriculum Structure of the Bachelor of Accounting Study Programme**

Code	Course	Credits	ECTS	Basic/ Advanced/ Elective/ Thesis	Method Of Teaching
<b>Semester 1</b>					
MKWU4110	Pancasila	2	3.2	Basic	Lecture
MKWU4101	Religion	3	4.8	Basic	Lecture
MKWU4108	Indonesian Language	2	3.2	Basic	Lecture
EKSI4115	Introduction to Accounting	4	6.4	Basic	Case-based Learning
EKSI4101	Introduction to Accounting Laboratory	2	3.2	Basic	Lecture (Practicum)
ESPA4110	Introduction to Macroeconomics	3	4.8	Basic	Lecture
<b>Sub total sem 1</b>		<b>16</b>	<b>25, 6</b>		
<b>Semester 2</b>					
MKWU4109	Civics Education	2	3.2	Basic	Lecture
EKMA4116	Management	4	6.4	Basic	Case-based Learning
EKMA4213	Financial Management	3	4.8	Basic	Case-based Learning
EKSI4210	Intermediate Financial Accounting I	3	4.8	Advanced	Case-based Learning
ESPA4111	Introduction to Microeconomics	3	4.8	Basic	Lecture
<b>Sub total sem 2</b>		<b>15</b>	<b>24</b>		
<b>Semester 3</b>					
MKWI4201	English	3	4.8	Basic	Lecture
MKWI4202	Learning in the Digital Era	3	4.8	Basic	Lecture
MKWI4203	Entrepreneurship in the Digital Era	3	4.8	Basic	Lecture
MKKI4201	Introduction to Statistics	3	4.8	Basic	Lecture
EKSI4206	Taxation	3	4.8	Basic	Case-based Learning
EKSIXX01	Taxation Laboratory	2	3.2	Basic	Lecture (Practicum)
EKSI4312	Accounting Information System	3	4.8	Advanced	Case-based Learning
<b>Sub total sem 3</b>		<b>20</b>	<b>32</b>		

<b>Semester 4</b>					
EKMA4315	Cost Accounting	3	4.8	Advanced	Case-based Learning
EKSI4313	Intermediate Financial Accounting II	3	4.8	Advanced	Case-based Learning
EKSI4203	Portfolio Theory and Investment Analysis	3	4.8	Basic	Case-based Learning
EKMA4316	Business Law	3	4.8	Basic	Lecture
EKSI4308	Auditing I	3	4.8	Basic	Case-based Learning
EKSI4414	Auditing Laboratory	2	3.2	Advanced	Lecture (Practicum)
EKSI4XXX	Digital Forensic Audit	3	4.8	Advanced	Case-based Learning
<b>Sub total sem 4</b>		<b>20</b>	<b>32</b>		
<b>Semester 5</b>					
MKKI4302	Research Methods	3	4.8	Basic	Lecture
ESPA4314	Indonesian Economics	3	4.8	Basic	Case-based Learning
EKSI4309	Advanced Financial Accounting I	3	4.8	Advanced	Case-based Learning
EKMA4483	E-Business	3	4.8	Basic	Case-based Learning
EKMA4158	Organizational Behavior	3	4.8	Basic	Lecture
AKPE4328	Ethics and Anti-Corruption Education	2	3.2	Basic	Lecture
EKMA4216	Marketing Management*	3	4.8	Elective	Case-based Learning
EKMA4215	Operations Management*	3	4.8	Elective	Case-based Learning
AKPE4222	Asset Management*	3	4.8	Elective	Lecture
<b>Sub total sem 5</b>		<b>20</b>	<b>32</b>		
<b>Semester 6</b>					
MKKIXXXX	Community Empowerment	3	4.8	Basic	Mentoring
EKMA4159	Business Communication	3	4.8	Basic	Case-based Learning
EKSI4205	Banks and Non-Bank Financial Institutions	3	4.8	Basic	Lecture
MSIM4302	System Analysis and Design	3	4.8	Basic	Lecture
ADBI4432	International Business	3	4.8	Advanced	Lecture

EKSIXX02	International Taxation	3	4.8	Advanced	Lecture
MSIM4305	Risk Management and Information Systems Audit*	3	4.8	Elective	Lecture
EKMA4482	Islamic Financial Accounting*	3	4.8	Elective	Case-based Learning
EKSI4207	Public Sector Accounting*	3	4.8	Elective	Case-based Learning
<b>Sub total sem 6</b>		<b>21</b>	<b>33,6</b>		
<b>Semester 7</b>					
EKSI4500	Final Project Programme	6	9.6	Final Project	Mentoring
EKSI4415	Accounting Theory	3	4.8	Advanced	Lecture
EKSI4204	Financial Information Analysis	3	4.8	Advanced	Case-based Learning
EKSI4310	Auditing II	3	4.8	Advanced	Case-based Learning
EKSI4311	Advanced Financial Accounting II	3	4.8	Advanced	Case-based Learning
<b>Sub total sem 7</b>		<b>18</b>	<b>28,8</b>		
<b>Semester 8</b>					
EKSI4416	Management Control System	3	4.8	Advanced	Lecture
EKMA4314	Management Accounting	3	4.8	Advanced	Lecture
MKKI4400	Scientific Writing (Karil)	2	3.2	Final Project	Mentoring
EKSIXX03	Accounting Business Analytics	3	4.8	Advanced	Case-based Learning
EKMA4414	Strategic Management	3	4.8	Advanced	Case-based Learning
<b>Sub total sem 8</b>		<b>14</b>	<b>22,4</b>		
<b>Total</b>		<b>144</b>	<b>230,4</b>		

Meanwhile, the elective courses (\*) that students must take are two courses out of a total of six elective courses offered. Basic courses are taken from semester one to semester six, advanced courses are taken from semester two to semester eight, elective courses can be taken in semester five and six, and final projects can be taken in semester seven and eight. The correlation of Course Learning Outcomes, Graduate Learning Outcomes, and Graduate Profile of the Accounting Study Programme is explained in the following table.

**Table 9: The correlation of Course Learning Outcomes, Graduate Learning Outcomes and Graduate Profile**

No	Course Learning Outcomes	Graduate Learning Outcomes	Graduate Profile
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1	CPMK1001 "Able to apply the concept of the basic framework for the presentation and preparation of financial statements", CPMK1002 "Able to apply financial accounting principles and standards in a business entity", CPMK1003 "Able to apply financial accounting concepts and determine financial reporting information based on generally accepted principles for decision making"	CPL10, namely "Able to master the concepts of conventional and sharia accounting theories and principles including the basic framework for the presentation and	PL02 namely "Able to master the theory and practice of accounting and finance in business entities" and PL 04, "Able to evaluate financial statement assertions according To generally accepted accounting
2	CPMK1004 "Able to apply business combination accounting concepts using consolidation techniques and procedures", CPMK1005 "Able to apply concepts related to financial accounting techniques and procedures, and prepare financial statements for transactions that are specific to a business entity", CPMK1006 "Able to connect the relationship between philosophy, methodology, and financial accounting theory with financial accounting practices in business entities", CPMK1007 "Able to apply sharia accounting principles in the basic framework for the preparation and presentation of sharia financial statements", and CPMK1008 "Able to apply the basic concepts of public sector accounting based on the conceptual framework of public sector accounting"	Preparation of financial statements".	principles, manually or technology-based, in public and private organizations".
3	CPMK1101 "Able to apply basic auditing concepts related to audit planning, procedures, and reporting in accordance with the code of ethics of the accounting profession", CPMK1102 "Able to analyze transaction cycles in depth for audit reporting", CPMK1103 "Able to analyze audit evidence and financial statement disclosures based on criteria in accordance with Financial Accounting Standards" and CPMK1104 "Able to analyze aspects related to forensic digital audit planning and procedures according to the code of ethics of the accounting profession"	CPL 11, namely "Able to master the theoretical concepts of audit planning, procedures and reporting in depth and the application of the accounting profession's code of ethics"	CPL 11, namely "Able to master the theoretical concepts of audit planning, procedures and reporting in depth and the application of the accounting profession's code of ethics"

The following are the skills, knowledge, and attitudes that the University aims to enable graduates of the Accounting Study Programme with:

- General skills: have skills in conducting research, social skills, communication skills, conflict handling skills, English language skills, leadership, and decision making.
- Specific skills: using information technology for accounting practices, conducting audits, preparing financial reports, and entrepreneurship.
- Knowledge: able to apply the basic principles and theoretical concepts of economics, accounting, auditing, management, taxation, business law, decision making, information technology, ethics and code of ethics of the accounting profession, and academic integrity.
- Attitude: independent, ethical, tolerant, love for the country, care for the community, law-abiding and disciplined, responsible, professional.

Taking courses in the Accounting Study Programme other than Final Project courses and writing scientific papers are not prerequisite courses. However, the study programme directs students to take courses in stages. The Final Project Course is the programme's final evaluation that must be taken by students who have met the academic and administrative requirements. Meanwhile, the scientific work writing course can be taken after students pass the Final Project course.

The curriculum structure of the **Management Study Programme** consists of core courses and elective courses and describes the level of the courses in the curriculum. The following is the structure of the Management Study Programme curriculum.

**Table 10: Curriculum Structure of the Management Study Programme**

Code	Course	Credits	ECTS	Level	Method Of Teaching
<b>1st Semester</b>					
MKWU411x	Religion	3	4.8	Basic	Lecture
MKWU4108	Indonesian language	3	3.2	Basic	Lecture
MKWU4110	Pancasila	2	3.2	Basic	Lecture
EKMA4111	Introduction to Business	3	4.8	Basic	Lecture
EKMA4116	Management	4	6.4	Basic	CBL
EKMA4157	Organization	3	4.8	Basic	Lecture
		18	28.8		
<b>2nd SEMESTER</b>					
MKWU4109	Civics Education	3	2.8	Basic	Lecture
ESPA4111	Introduction to Microeconomics	3	4.8	Basic	Lecture
MKWU4202	Learning in the Digital Age	3	4.8	Basic	CBL
ESPA4314	Indonesian Economics	3	4.8	Basic	Lecture



Code	Course	Credits	ECTS	Level	Method Of Teaching
ESPA4122	Economic Mathematics	3	4.8	Basic	Lecture
EKMA4115	Introduction to Accounting	4	6.4	Basic	CBL
		19	30.4		
<b>3rd SEMESTER</b>					
MKWI4201	English	2	3.2	Basic	CBL
EKMA4565	Change Management	2	3.2	Advanced	Lecture
EKMA4367	Industrial Relations	2	3.2	Basic	Lecture
EKMA4159	Business Communication	3	4.8	Basic	CBL
MKKI4201	Introduction to Statistics	3	4.8	Basic	CBL
ESPA4110	Introduction to Macroeconomics	3	4.8	Basic	Lecture
EKMA4158	Organizational Behavior	3	4.8	Basic	Lecture
		18	28.8		
<b>4th SEMESTER</b>					
MKWI4203	Entrepreneurship in the Digital Age	3	4.8	Basic	CBL
EKMA4413	Operations Research	3	4.8	Basic	CBL
EKMA4214	HRM	3	4.8	Basic	CBL
EKMA4213	Financial Management	3	4.8	Basic	CBL
EKMA4215	Operations Management	3	4.8	Basic	CBL
EKMA4216	Marketing Management	3	4.8	Basic	CBL
		18	28.8		
<b>5th SEMESTER</b>					
EKMA4369	Services Operations Management	3	4.8	Basic	CBL
EKMA****	Knowledge Management	3	4.8	Advanced	Lecture
EKMA4567	Consumer Behavior	3	4.8	Advanced	Lecture
EKMA4366	Human Resource Development	3	4.8	Advanced	Lecture
EKMA4316	Business Law + Ethics	2	3.2	Basic	CBL
EKMA****	Logistics Management	3	4.8	Basic	CBL

Code	Course	Credits	ECTS	Level	Method Of Teaching
		17	27.2		
<b>6th SEMESTER</b>					
MKKI4301	Community Empowerment	3	4.8	Advanced	PBL
EKMA4434	Management Information System	3	4.8	Advanced	Lecture
EKMA****	E-Business	3	4.8	Advanced	CBL
EKMA4312	Managerial Economics	3	4.8	Advanced	CBL
EKMA4314	Management Accounting	3	4.8	Advanced	Lecture
EKMA4473	Product Development	2	3.2	Advanced	Lecture
EKMA4476	HR Audit	2	3.2	Advanced	CBL
		19	30.4		
<b>7th SEMESTER</b>					
EKMA4475	Strategic Marketing	3	4.8	Advanced	CBL
EKMA4371	Supply Chain Management	3	4.8	Advanced	CBL
EKSI4203	Portfolio Theory and Investment Analysis	3	4.8	Advanced	CBL
EKMA4414	Strategic Management	3	4.8	Advanced	CBL
EKMA4315	Cost Accounting	3	4.8	Advanced	CBL
MKKI4302	Research Methods	3	4.8	Advanced	Lecture
		18	28.8		
<b>8th SEMESTER</b>					
MKKI4500	Final Project Program (TAP)**	6	8.4	Advanced	PBL
MKKI4400	Scientific Work	2	3.2	Final Project	PBL
EKMA4311	Business Feasibility Studies	3	4.8	Advanced	PBL
EKMA4565	Service Marketing	3	4.8	Advanced	Lecture
EKMA4265	Quality Management	3	4.8	Advanced	Lecture
		17	27.2		
<b>Total</b>		<b>144</b>	<b>230</b>		

Semesters one to five include the basic and core course contents of the Management Study Programme, which describes achieving minimum competencies as a UT Bachelor of

Management. Improving work readiness and adaptability to a new environment is reflected in the course contents in semester six to eight. In addition, students are given the flexibility to take part in the Independent Learning-Independent Campus (MBKM) programme as a substitute for the material in semesters six and seven according to the needs of the labour market and self- development of the graduates themselves. The Management Study Programme provides several elective courses as part of the Management Science concentration, namely: *Financial Management*, *Marketing Management*, *HR Management*, and *Operations Management*. Practical courses in the Management Study Programme curriculum are spread from semester three onwards, namely *Introduction to Statistics*, *Operations Research*, *Financial Management*, *E-Business (Optional)*, *Community Empowerment* and *Strategic Management*. The final project for Management Study Programme students is scientific work and the Final Programme Assignment in semester eight.

Each course's learning outcomes assessment component consists of two parts, namely tutorials and Final Semester Exams. The percentage of these two components depends on the type of course as follows:

- Non-Practical Courses have a composition of 30% for tutorials and 70% for the Final Semester Examination.
- Practical Courses have a composition of 50% for tutorials and 50% for the Final Semester Examination.
- Practical Courses have a composition of 100% assessment from tutorials.
- Tutorial grades consist of participation (20%), discussion (30%), and assignment (50%) grades, while Practical Courses consist of participation and assignment grades.

The above mentioned assessments have been developed based on measurements of the course learning outcomes of each course. This is based on graduate learning outcomes based on study materials that can demonstrate the competence of the graduate profile.

The **Development Economics Study Programme** curriculum is designed for eight semesters to educate and enable graduates expected to work professionally as economic analysts, entrepreneurs, and research assistants. The Development Economics Study Programme curriculum contains several courses to achieve the Graduate Competency Standards.

The Development Economics Study Programme curriculum consists of basic, intermediate, and advanced courses. These levels, of course, aim to achieve learning outcomes more broadly and deeply. For example, the *Introduction to Microeconomics* course is a prerequisite for the *Microeconomic Theory* course. Another example is the *Public Economics*, an advanced course, students must take *Introduction to Microeconomics* and *Introduction to Macroeconomics* as prerequisites.

The Development Economics Study Programme does not have elective courses; however, students are allowed to take courses at other universities or institutions through the ICE institute. Courses taken at the ICE Institute are converted into relevant curriculum courses.

SLOs outlined in the curriculum are made based on graduate profiles: economic analysts, research assistants, and entrepreneurs.

**Table 11: Curriculum Structure of the Development Economics Study Programme**

Code	Course	Credit	ECTS	Basic/Advance/ Elective/Thesis	Method Of Teaching*
<b>1st Semester</b>					
MKWU4110	Pancasila	2	3,2	Basic	LM, T
MKWI4202	Learning in the Digital Era	3	4,8	Basic	LM, T
MKWU411x	Religious Study	3	4,8	Basic	LM, T
ESPA4110	Introduction to Macroeconomics	3	4,8	Basic	LM, T
ESPA4111	Introduction to Microeconomics	3	4,8	Basic	LM, T
ESPA4122	Economic Mathematics	3	4,8	Basic	LM, T
Sub Total 1st Semester		17	27,2		
<b>2nd Semester</b>					
MKKI4201	Introduction to Statistics	3	4,8	Basic	LM, T
MKWU4108	Indonesian Language	2	3,2	Basic	LM, T
ESPA4221	Microeconomics Theory	4	6,4	Advance	LM, T
ESPA4222	Economic and Business Mathematics	3	4,8	Advance	LM, T
ADBI4201	English for Business	3	4,8	Basic	LM, T
MKWU4109	Civics	3	4,8	Basic	LM, T
Sub Total 2nd Semester		18	28,8		
<b>3rd Semester</b>					
ESPA4220	Macroeconomics Theory	4	6,4	Advance	LM, T
ESPA4224	Economic and Business Statistics	3	4,8	Advance	LM, T
ESPA4228	Public Economics	3	4,8	Advance	LM, T
ESPA4229	Development Economics	3	4,8	Basic	LM, T
ESPA4319	Human Resources Economics	3	4,8	Basic	LM, T
ESPA4535	Analysis of Demographic Data	2	3,2	Basic	LM, T
Sub Total 3rd Semester		18	28,8		
<b>4th Semester</b>					
ESPA4316	History of Economic Thoughts	3	4,8	Basic	LM, T
ESPA4226	Internasional Economics	3	4,8	Advance	LM, T
ESPA4227	Monetary Economics	3	4,8	Advance	LM, T

Code	Course	Credit	ECTS	Basic/Advance/ Elective/Thesis	Method Of Teaching*
ESPA4312	Econometrics	3	4,8	Advance	LM, T
ESPA4314	Indonesian Economics	3	4,8	Advance	Case Based Learning
MKKI4302	Research Methodology	2	3,2	Advance	Lecture
Sub Total 4th Semester		17	27,2		
<b>5th Semester</b>					
EKMA4116	Management	4	6,4	Basic	LM, T
EKMA4115	Introduction to Accounting	4	6,4	Basic	LM, T
ESPA4428	Practical Technique and Analysis Economics	3	4,8	Advance	LM, T
ESPA4513	Industrial Economics	3	4,8	Advance	LM, T
ESPA4524	Central and Regional Financial System	3	4,8	Basic	LM, T
ESPA4532	Economics of Education	3	4,8	Advance	LM, T
Sub Total 5th Semester		20	32		
<b>6 th Semester</b>					
ESPA4425	Urban and Regional Economics	3	4,8	Advance	LM, T
ESPA4317	Natural Resources and Environmental Economics	3	4,8	Advance	LM, T
ESPA4420	International Financial Economics	3	4,8	Advance	LM, T
ESPA4427	Project Evaluation	3	4,8	Advance	LM, T
ESPA4533	Economics of Health	3	4,8	Advance	LM, T
C41	Human Resources Planning in the Digital Era	3	4,8	Advance	LM, T
C44	Anti-Corruption Economics	3	4,8	Advance	LM, T
Sub Total 6 th Semester		21	33,6		
<b>7th Semester</b>					
MKKI4301	Community Empowerment	3	4,8	Basic	LM, T
ESPA4415	Agricultural Economics	3	4,8	Advance	LM, T
MKWI4203	Entrepreneurship in the Digital Era	3	4,8	Basic	LM, T

Code	Course	Credit	ECTS	Basic/Advance/ Elective/Thesis	Method Of Teaching*
ESPA4500	Program Final Project	4	6,4	Final Project	Mentoring
C45	Disaster Economics and Risk Management	3	4,8	Basic	LM, T
Sub Total 7th Semester		16	25,6		
<b>8th Semester</b>					
C10	Presentation and Communication Techniques	3	4,8	Basic	LM, T
ESPA4560	Scientific Paper	2	3,2	Final Project	Mentoring
ESPA4421	Monetary and Central Banking Policy	3	4,8	Advance	LM, T
C46	Digital Economy and Data Science	3	4,8	Basic	LM, T
C47	Social Security Economics	3	4,8	Basic	LM, T
C48	Institutional Economics	3	4,8	Basic	LM, T
Sub Total 8th Semester		17	27,2		
<b>TOTAL</b>		<b>144</b>	<b>230,4</b>		

### Rationale for degree and programme name

The name **Law Study Programme** has been decided by the UT as the standard name used based on the Decree of the Minister of Education and Culture of the Republic of Indonesia<sup>11</sup> concerning Permission to Operate the Law Study Programme, undergraduate programme at Universitas Terbuka in South Tangerang. The academic title of UT Law Study Programme graduates is Bachelor of Law. The competency orientation of law study programme graduates is not focused on scientific competence (competence-base), but on work competence (outcome-base) demands.

Based on the nomenclature in the Decree of the Minister, Technology, and Higher Education of the Republic of Indonesia<sup>12</sup> concerning the Name of Study Programmes in Higher Education, the name of the chosen study programme is the **Accounting Study Programme**. The name reflects the core of the SLOs of the Accounting Study Programme as described in the graduate profile. Graduates of the Accounting Study Programme hold the title S.Ak. (Bachelor of Accounting) degree.

The Indonesian government regulates the implementation of Higher Education, from determining the name of the study programme to the degree or title of graduates from the study programme. In accordance with government regulations in the Decree of the Minister of

<sup>11</sup> Decree of the Minister of Education and Culture of the Republic of Indonesia No. 162/E/O/2013

<sup>12</sup> Decree of the Minister, Technology, and Higher Education of the Republic of Indonesia Number 257/M/KPT/2017

Research Technology and Higher Education<sup>13</sup> concerning study programmes in higher education, this study programme is named the **Bachelor of Management Study Programme** with the title of Bachelor of Management.

The name of the Bachelor of **Development Economics Study Programme** refers to the Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia<sup>14</sup>, concerning the name of study programmes in higher education. Each graduate is awarded with a Bachelor of Economics (S.E) degree in accordance with the Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia<sup>15</sup>.

### Integration of theory and practice

The main strength of distance learning with an open education system in the UT **Law Study Programme** is situated in the distance learning course materials (BMP) — other learning resources besides BMP and the tutorial process support student learning. The method of developing BMPs that are theoretical and practical is carried out under strict procedural standards through the development of instructional design and followed up with the procurement of the Law Study Programme curriculum infrastructure. In the development of theoretical and practical BMPs, two fundamental stages must be completed, namely

- 1) each theoretical and practical subject must be developed into each course design in each course; and
- 2) after the course design is compiled, the Teaching Material Writing Design is developed based on this.

The Media Material Writing Design, the Semester Learning Plan and the tutorial materials for each course are developed, one of which is in the form of PowerPoint material. An evaluation of learning outcomes is also developed, both formative and summative. The material substance in each course with theoretical characteristics is designed for implementation ability from text design to context and contextualisation through various case study designs. The substance of the material of courses with a practical character (such as *Criminal Procedure*, *Civil Procedure*, and *Legislation Drafting Techniques*) and practical courses (such as *Practical Lawyering in Courts*), however, is designed as straightforward learning practice material.

The **Accounting Study Programme** curriculum was developed with the intention to cover aspects of theory and practice. Accounting Study Programme teaching materials are developed by practitioners and experts in scientific fields so that the teaching materials combine scientific content accompanied by case examples. The integration between theory and practice in the Accounting Study Programme curriculum can be seen in the following courses: *Introduction to Accounting* and *Introduction to Accounting Laboratory*; *Auditing I*, *Auditing II* and *Auditing Laboratory*; *Taxation* and *Taxation Laboratory*. Laboratory courses are practical courses to finalise the theoretical courses that have been taken previously so that students are equipped with the practical side and not only theory. For example, in the *Auditing I* course, students study financial statement audit procedures, audit standards, audit work papers, and audit opinions. Meanwhile in the auditing laboratory course, students make audit

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<sup>13</sup> Decree of the Minister of Research Technology and Higher Education No. 57/M/KPT/2019

<sup>14</sup> Decree of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia, number 57/M/KPT/2019

<sup>15</sup> Regulation of the Minister of Research, Technology, and Higher Education of the Republic of Indonesia Number 59 of 2018

working papers with simulated audit cases in a company based on procedures for conducting financial statement audits and applicable audit standards to take audit opinions.

In addition, there are courses with case-based practices, including *Intermediate Financial Accounting I*, *Intermediate Financial Accounting II*, *Advanced Financial Accounting I*, *Advanced Financial Accounting II*, *Financial Information Analysis*, and *Accounting Information Systems*. For example, in the *Intermediate Financial Accounting I* course, the sample questions, practice questions, and formative tests use case simulations.

In tutorials, teaching is carried out using discussions and tutorial assignments to allow students to apply theoretical concepts to solving real accounting problems. In non-practicum courses, discussions are given in each tutorial session, while tutorial assignments are offered three times in sessions three, five and seven. In practicum courses, the Accounting Study Programme requires students to work on and submit a minimum of five assignments designed simultaneously as one of the requirements for passing the practicum course. This tutorial is guided by tutors with practical experience in their respective fields to help students gain insight into real work practices. Some of the tutors who are practitioners are directed to share their practical experience through discussions in learning.

In the **Management Study Programme** the integration of theory and practice is implemented in the courses *Financial Management Introduction to Statistics*, *Operations Research*, *Elective Courses*, *Community Empowerment*, *Strategic Management and the Final Project*. Business Feasibility Studies, the Final Project and Scientific Work courses use a case study/project-based approach or method. In supporting the success of the learning process of these courses, the study programme has formed a team teaching consisting of lecturers with related scientific backgrounds and practical experience.

The integration of theory and practice In the **Development Economics Study Programme** can be seen in the composition and learning of the curriculum. As many as 75 percent of courses are theory courses and 25 percent combine theory and practice. Courses that contain theory and practice include *Economic Mathematics*, *Introduction to Statistics*, *Economic and Business Mathematics*, *Economic and Business Statistics*, *Econometrics*, *Engineering Practice and Economic Analysis*, *Project Evaluation*, *Community Empowerment*, *Presentation and Communication Techniques* and *Scientific Work*.

Universitas Terbuka's Development Economics Study Programme has lecturers and tutors who have practical experience that is implemented through the courses they teach. For example, the Development Economics Study Programme has lecturers who are also experienced business practitioners. This experience is applied to guide students' practical knowledge in the business and industrial worlds.

### *Interdisciplinary thinking*

The nature of the multi-dimensional legal discipline, the design of the **Law Study Programme** macro curriculum and the micro curriculum of teaching materials in each course have been carried out based on a multi- and interdisciplinary content approach, as shown in the contents of the subject matter of the courses, e.g. *Introduction to Law*, *Law and Society*, *Legal Interpretation and Reasoning* and *Intercultural Communication*. Elective courses are included in the MBKM course group. The understanding of MBKM means that students are not completely flexible to choose courses, but the selection must still consider the relevance of the chosen course to the legal field of study.



The **Accounting Study Programme** accommodates interdisciplinary learning by implementing curriculum covering fields of science that support accounting competencies, namely the field of management science, through the courses of *Financial Management*, *Marketing Management* and *Strategic Management*. The field of economics includes courses on *Introduction to Microeconomics*, *Introduction to Macroeconomics* and *Indonesian Economics*. In addition, the Accounting Study Programme has universal courses, including *Religion*, *Civics Education*, *Pancasila*, *Entrepreneurship in the Digital Era*, *English*, *Business Communication*, *Management* and *Scientific Work*.

The Accounting Study Programme curriculum allows students to take MBKM courses in semesters five to seven. MBKM is a Ministry of Education and Culture programme that aims to encourage students to master various sciences as a provision for entering the world of work. Participating in this enriches, deepens, and expands knowledge in concepts, theory, and practice. Taking MBKM courses is organised through the ICE Institute. The university offers equivalency courses that students can choose from.

Since 2021, Accounting Study Programme students have participated in the MBKM programme through the Indonesian Cyber Education Institution (ICE Institute). The ICE Institute offers two schemes: courses from consortium universities (Indonesia) and courses from international education platforms. The Accounting Study Programme determines which courses have competency equivalence or support the SLOs of the Study Programme, and students can take these courses in semesters five to seven.

In the **Management Study Programme** curriculum, courses that illustrate interdisciplinary thinking are shown from the use of courses or teaching materials managed by other study programs, either at the Faculty of Economics or across faculties. To develop students' abilities in interdisciplinary thinking, the Management study programme curriculum adopts courses from other study programs relevant to the achievements of the learning outcomes. Some of these courses include courses from the accounting study programme (courses with the code Eksi), courses from the Economics Development study programme (courses with the code ESPA), courses from the business administration study programme (courses with the code ADBI), institutional compulsory courses (courses with the code MKWI and MKWU).

In addition, cross-disciplinary courses managed by the Management Study Programme are *Business Law*, *Industrial Relations*, *Product Development*, *Introduction to Logistics*, *Management Information Systems* and *Knowledge Management*. Students of the Management Study Programme are also allowed to take cross-disciplinary courses through the MBKM programme. Some examples of MBKM programmes followed by Management Students are Indonesia Bangkit (E-cloud Computing), Export School, and Courses offered at ICE Institute (domestic and foreign).

The **Development Economics Study Programme** students can take courses outside the main field of study through the Independent Learning - Independent Campus (MBKM) Programme in semesters five to seven. These off-campus learning activities are then recognized as a part of course completion. At UT, MBKM has been implemented since 2021. The MBKM programme participated by UT students includes student exchanges, internships, entrepreneurial activities, teaching assistance, and independent studies/projects.

The grades obtained in the MBKM Programme are converted into course grades in the curriculum. MBKM programmes that have been taken include internships, export schools, Student Entrepreneurship Programmes and independent studies. In addition, the programme

also provides opportunities for students to participate in interdisciplinary studies at universities or institutions abroad through the ICE institute

### Ethical Aspects

This code of ethics in the field of law is integrated in the curriculum of the **Law Study Programme** and is taught through the *Philosophy and Professional Code of Ethics* course *Final Project* and *Scientific Writing*. Aspects of the code of ethics in higher education have been regulated<sup>16</sup>. The code of ethics for the scope of higher education that applies at UT includes a professional code of ethics for lecturers and a code of ethics for students. The code of ethics for the behavior of employees and students at UT receives serious attention, including the inclusion of code of ethics that regulate sexual harassment, and marginalisation of minority groups and disabilities.

The **Accounting Study Programme** includes ethical aspects in accounting courses to help students sharpen their moral perceptions and judgment of the topics discussed. Ethical aspects are integrated in accounting lecture materials. Courses that are given ethical content in more depth are *Religious Education*, *Pancasila*, *Business Law*, *Citizenship*, and *Auditing*. Pancasila is the ideology of the Indonesian Nation. Therefore, students must take *Pancasila* courses to foster the spirit of nationalism.

In supporting the strengthening of ethics, students of the **Management Study Programme** should gain insight and knowledge related to this through the following courses: *Pancasila*, *Civics Education*, *Religion*, *Law* and *Business Ethics*. In support for ethical enforcement, UT has provided the application Turnitin to check the level of similarity for all UT academic products and organized a *Prevention and Handling of Sexual Violence* task force.

With regard to the ethical aspects of the **Development Economics Study Programme**, students must comply with the academic ethics that have been determined, such as avoiding plagiarism in learning, examinations, and making scientific papers, and complying with academic ethics and examination rules. Ethical aspects of learning in courses are integrated into students in a structured manner, for example, in *Religion*, *Pancasila* and *Civics Education* courses.

### Methods and scientific practice

The teaching and learning process carried out by the UT **Law Study Programme** is based on standard instructional design for providing academic services and user manuals for conducting research activities and writing scientific papers for both lecturers and students. Interactive learning models include three groups of learning models:

- Information Processes, including lectures, seminars, discussions, and symposium models;
- Experience Processes, including Simulations, Demonstrations, Role Plays, and Situation Presentation models;
- Problem-Solving Processes. These interactive learning models are applied to the Course Design, Semester Learning Plan, and Learning Event Unit in each course.

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<sup>16</sup> PP No. 53 of 2010 concerning Civil Servant Discipline and PERMENDIKBUD Number 48 of 2020 concerning the Code of Ethics and Code of Conduct for Employees of the Ministry of Education and Culture

Scientific Practice in the teaching and learning process is also carried out inside and outside the classroom/study group in the form of practical learning activities in the field in court and apprenticeships in law offices. Scientific practices by students are also carried out through various scientific activities, such as community service programmes, symposiums, seminars, and student legal debate competitions.

The University strives to enable Law Study Programme students with the ability to think methodologically and analytically and write scientific research reports. Construction of logical, methodological, and analytical thinking competencies, and the ability to write scientific research reports are included in a series of law study completion courses, namely *Legal Research Methodology* and *Final Project*. The Final Project module consists of the *Final Project* of the programme itself and *Scientific Writing*. Students must practice implementing the visibility of their research design during one semester in the field until the research report is produced. Furthermore, students are required to theoretically and practically complete the final project to master five main legal subjects tested in one, namely: *Civil Law, Criminal Law, Legislation Science, Treaty Law and Arbitration, Mediation, and Negotiation*. In addition, when taking the *Legal Research Methodology* course, students must write and publish scientific papers based on their research proposals/materials. Scientific work written by students must meet the standard criteria for scientific work indexed by institutional UT or international standards. The Writing Scientific Work course takes place in the eighth semester and is one of the requirements for graduation processes (2022-2024), which were launched at the end of 2022, will contribute to improving the content of the programme by introducing the results of the project into the learning process.

To achieve the LOs of the **Accounting Study Programme**, UT students conduct independent and guided learning. Independent learning is carried out using the Basic Material Book, equipped with practice questions and formative tests so that students can measure their abilities independently. UT's Book of Subject Matter has used communicative language to make it easier for students to learn independently. The Accounting Study Programme strives to ensure students can learn independently with formative tests in each learning activity in the Book of Subject Matter. In addition, to measure the achievement of course competencies, students doing independent learning must take an end-of-semester exam. Meanwhile, guided learning is carried out with tutorials. Teaching in the Accounting Study Programme prioritises online tutorial activities. UT does still provide face-to-face and radio tutorials to provide services to students with limited internet networks.

In the Accounting Study Programme, courses that are required through guided learning include the *Introduction to Accounting Laboratory, Auditing Laboratory, Taxation Laboratory, Scientific Work, and Programme Final Project*. Research methodology and statistics courses support the Scientific Writing course. When preparing Scientific Work, students are given Scientific Work Guidelines, which can be accessed online. Students are directed by tutors to take scientific work topics in accordance with the core accounting courses themselves, such as auditing, taxation, accounting information systems, financial accounting, and management accounting. Accounting Study Programme students receive scientific work guidance online, through webinars, or through face-to-face tutorials. Tutorials are conducted through e-learning applications and online meetings. The e-learning application for scientific writing courses has been connected to a plagiarism detection application. Furthermore, scientific work reports are uploaded and plagiarism will be checked.

The output of the scientific work course referred to at UT is Scientific Articles. Scientific Articles are a variety of scientific works written based on the results of research and/or original thoughts

to be published and published in the UT Repository. Scientific work produced by students must follow principles including being objective, informative, having novelty, and so on.

The *Scientific Work* course learning is carried out through a form of mentoring. Guidance is provided through the process, method, and act of providing guidance to compile scientific work. Scientific work for the Bachelor of Accounting Study Programme has the following assessment criteria:

- Writing procedures: paper size, typography, neatness of typing, layout, number of pages
- Use of good and correct Indonesian language
- Creative, innovative, and beneficial to society
- Originality of ideas
- Clarity of expression of ideas, systematic expression of ideas
- Appropriateness of the title with the theme, topic chosen, and content of the paper
- Novelty of the chosen topic/idea and focus of discussion
- Suitability of information with the references used
- Accuracy of data and information
- Ability to analyse and synthesise
- Ability to conclude the discussion
- Ability to predict and transfer ideas for adoption
- Bibliography: Reputable journals (at least five issues of the last ten years) Books (at least five issues of the last ten years)

The learning process for students of the **Management Study Programme** is also intended to shape students' ability to understand scientific development methods and practices so that, in addition to providing courses related to research methodology, the principles of scientific development are also part of the material in core courses. In learning activities, students are supported with literature search facilities, to complement their readiness in completing course assignments. Students are allowed to carry out scientific research and or write scientific papers. In the Management Study Programme curriculum, this competency is supported by research methodology courses with three credits, *Scientific Work* (two credits), and *Statistics* (mention credits). In scientific work courses, students are required to write a form article with the assistance of a supervisor. The written article must be uploaded in the UT repository applying the guidelines for writing scientific work and mentoring procedures. In addition to this, students are required to take the Final Project exam. This takes place in the form of an essay exam that tests four compulsory Management courses, namely *Marketing Management*, *Operations Management*, *Financial Management* and *HR Management*.

The University strives to equip **Development Economics Study Programme** students with courses that support the writing of the Final Project Program (TAP). These courses include *International Economics*, *Monetary Economics*, *Advanced Development Economics* and *Banking and Monetary Policy*. In addition to the TAP, students must also take *Scientific Work* courses. The topics discussed here are related to development economics issues. The final result of the course is a scientific work worthy of publication. The requirements for taking Scientific Work courses are a minimum GPA of 2.00, having taken at least 110 credits (176 ECTS), and having taken all TAP-supporting courses.

## Examination and final thesis

### **For all programmes:**

To determine the level of success of the learning process and results, **UT Study Programmes** have an evaluation system for student learning outcomes. Evaluation of learning outcomes for students is carried out through formative evaluation three times each tutorial semester, namely through the evaluation of Task-1 which is carried out at the third tutorial meeting, Task-2 carried out at the fifth tutorial meeting and Task-3 in the seventh tutorial. Summative evaluation is carried out after all eight tutorial activities have been held through the Final Semester Examination on a predetermined date. In most theoretical courses, the final grade is calculated from tutorials (30%) and End-of–Semester Exam (70%).

The form of the course exam varies depending on the content. It may take the form of an exam, an essay or a project. The organisation of the examination consists of written and online course exams. Written course exams are carried out paper-based. Meanwhile, online course exams are carried out using web-based modes.

The exam pattern applied by **UT Law Study Programme** is determined on the basis of SLO objectives and consideration of the effectiveness of exam measurement. Each course has a variety of exam question patterns that are not always the same. The pattern of exam questions is generally in the form of "Multiple Choice Questions" and some are in the form of "Essay" as in the *Final Project Programme* and *Civil Law, Criminal Law, Science of Legislation* and some are in the form of "Rubrics/portfolios", such as in *Scientific Work* courses and *Lawyering Experience Practice* courses.

In the **UT Accounting Study Programme** the form of the course exam is an exam, essay or project. The objective exam form was chosen because it takes into account that many UT students are spread throughout Indonesia. Examples of courses with objective exams are *Accounting Theory, Management Control Systems* and *Business Law*. The essay exam form is used for *Introductory Accounting Laboratory, Auditing Laboratory* and *Final Project*. The project exam form is used for *Scientific Work* courses.

Pre-examination, students of the **Accounting Programme** can do independent exercises and formative tests in the Principal Material Book. The final assessment of non-practical courses is calculated from tutorials (30%) and End-of–Semester Exams (70%). Non-practical course tutorial assignments are given three times at meetings 3, 5, and 7 as essays. Meanwhile, the practical course assessment is calculated from tutorials (50%) and the end of semester examination (50%). Practical assignments are given eight times in eight meetings with the condition that students pass at least five assignments. UT as an open and distance form of education is different from conventional universities. UT does not use the preparation of a thesis as a final graduation requirement. Instead, evaluating the learning outcomes of the Accounting Study Programme students is carried out through the Final Semester Examination, assignments and participation in tutorials, practical or practicum activities, *Final Project Programme* and *Scientific Work*.

Students of the **Management Study Programme** are required to take the *Final Project* of the Programme and *Scientific Writing* as a graduation requirement. This aims to measure students' mastery of final competencies through exams requiring students to apply the knowledge, attitudes, and skills gained from various courses to solve learning problems comprehensively. These courses are taken by students based on a special Guidebook. In addition, another graduation requirement for the Bachelor of Accounting Study Programme is the writing of *Scientific Work*.

One of the requirements for obtaining a Bachelor of Management degree is taking the final programme assignment and Scientific Work at the end of the study period. The choice of this essay exam has considered the following:

- Achievement of scientific competence of graduates of the Management Study Programme.
- The ability to analyse what graduates must possess (using a high-order thinking skills approach).
- Operational implementation of education with a distance system where the number of students is very large and spread across various regions and the availability of time to conduct assessments.

Learning evaluation in the **Development Economics Programme** is carried out through the assessment of Assignments and the Final Semester Examination, Course Assignments, Online Tutorial Assignments, Webinar Tutorial Assignments or Face-to-Face Tutorial Assignments. Students who do not participate in online and webinar tutorials are supposed to submit course assignments. At the same time, online tutorial assignments and webinar tutorial assignments are given periodically to evaluate students' ability to receive learning materials. Student's ability to understand the course is measured through the final exam. In addition, to complete their studies, students are required to take the final project programme and scientific work as graduation requirements.

## Appraisal:

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives are available on a moderate level. Therefore, the panels **recommends** to ensure that students are enabled to acquire additional competences and skills by offering a wider range of electives or specializations.

The degree and programme names of the four programmes correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel welcomes the high practical orientation, which is expressed in the fact that the majority of lecturers are external and come from a practical background and can enrich lessons with practical examples. Practitioners are also invited to give guest lectures. Finally, the high practical orientation is also reflected in the fact that the majority of students pursue a practical activity alongside their studies.

Students acquire methodological competences and are enabled to do scientific work on the required level. A compulsory course on scientific writing is part of the curricula. However, the panel came to the conclusion that the academic and scientific content, management, control and supervision by permanently employed professors and also by lecturers is - in view of the large number of students - not sufficiently ensured (see condition in chapter 4.1). The percentage of external tutors in comparison to permanently employed faculty is very high, ten tutors per permanently employed lecturer. In the panel's opinion, the high degree of externalisation does not ensure comparability of the level of requirements. During their studies, the students have little or no contact with academic faculty. **Therefore, the panel states a**

**condition for the programmes Bachelor of Accounting, Bachelor of Management and Bachelor of Development Economics:**

**The University updates its guidelines to ensure a sufficient degree of direct and regular interaction between students and academic faculty, thereby ensuring a high level of scientific standard from the start of studies.**

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

There is no final thesis required in any of the programmes. Instead, students have to pass a more comprehensive exam and have to write a short assignment, thus proving their abilities to write academically. The panel is of the opinion that these final examinations do not ensure comprehensive reflection/ thorough understanding/ research knowledge of a topic and application to a specific case. **The panel recommends the following condition:**

**The University ensures that students are required to show their ability to do scientific work for a comprehensive final project/thesis and apply scientific methods according to international standards.**

	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 Law	X (Acc, Mgt, D.Ec)	
3.1.7* Examination and final thesis (Asterisk Criterion)				X	

## 3.2 Structure

### Structure of the study programmes

#### **For all programmes:**

Semester Credit Unit (SKS) is a national Indonesian credit unit that can be converted into the European Credit Transfer System (ECTS). One credit hour is equivalent to 170 minutes of study time per week, consisting of 60 minutes of Independent Study, 50 minutes of tutorials and 60 minutes of Structured Assignments per week per semester. The total learning hours per semester per credit is 45,3 hours (170 minutes x 16 weeks = 2,720 minutes = 45.3 hours) which is carried out in 8 sessions. In the ECTS system, UT chooses 1 credit to be equivalent

to 28 learning hours per semester. In ECTS conversion, the number of student learning hours per SKS per semester is 1.6 ECTS. The course Semester Learning Plan is written in the curriculum document. In addition, curriculum documents contain course descriptions, course codes, number of credits, ELOs, recommended literature, learning materials and teaching methods for eight meetings and one final exam exam meeting - a total of nine sessions.

The programmes' infrastructure has been developed and realised in a modular structure learning design format. All Lessons Plans and printed materials of the programme have also been designed in a modular structure format.

**Table 12: Modular Structure of Bachelor of Law Programme**

<b>Bachelor of Law Programme</b>	
Projected study time	8 Semesters (4 years)
Number of credit points	145 SKS credits
Workload per CP	1 credit <ul style="list-style-type: none"> <li>• Self-Study = 60 minutes per week per semester</li> <li>• Tutorial = 50 minutes per week per semester</li> <li>• Structured Assignment = 60 minutes per week per semester</li> </ul> Total 1 credit = 170 minutes per week per semester Or 1 credit = 1.6 ECTS per semester
Number of Courses	53 compulsory courses with a 145 credit load: 46 study program courses of 127 credits; 7 Institution/University courses of 18 credits
Time required for processing the final thesis and awarding CP	2 semesters (TAP and Karil), 6 credits

**Table 13: Modular Structure of the Accounting Study Programme**

<b>Accounting Study Programme</b>	
Projected Study Time	8 semesters (4 years)
Number of Credit Points (CP)	144 credits
Workload per CP	1 credit <ul style="list-style-type: none"> <li>• Self-Study = 60 minutes per week per semester</li> <li>• Tutorial = 50 minutes per week per semester</li> <li>• Structured Assignment = 60 minutes per week per semester</li> </ul> Total 1 credit = 170 minutes per week per semester Or 1 credit = 1.6 ECTS per semester
Number of courses	<ul style="list-style-type: none"> <li>• Compulsory courses: 37 courses, 112 credits</li> <li>• Elective courses in the study program: 6 courses, 18 credits</li> <li>• Courses outside the study program: 10 courses, 26 credits</li> </ul>
Time required for processing the final thesis and awarding CP	2 semesters, 6 credits

The study load is appropriate for students to achieve the expected ELOs. The Accounting Study Programme students have a learning load of 45.3 hours per SKS per semester. The Accounting Study Programme curriculum is designed to be taken within 8 semesters or 4 years



with a total of 144 credits or 230.4 ECTS.

**Table 14: Modular Structure of the Management Study Programme**

Projected Study Time	8 semesters (4 years)
Number of Credit Points (CP)	145 credits (232 ECTS)
Workload per CP	1 credit: <ul style="list-style-type: none"> <li>- Self-Study= 60 minutes per week per semester</li> <li>- Tutorial= 50 minutes per week per semester</li> <li>- Structured Assignment: 60 minutes per week per semester</li> </ul> Total 1 credit= 170 minutes per week per semester  OR  1 credit = 1.6 ECTS, 1 ECTS = 28 hours
Number of modules	50 courses: <ul style="list-style-type: none"> <li>- Compulsory courses: 42 courses = 125 credits</li> <li>- Elective courses: 1 course = 3 credits</li> <li>Institutional courses: 7 courses = 17 credits</li> </ul>
Time required for processing the final thesis and awarding CP	2 semesters, 6 credits

**Table 15: Modular Structure of the Developing Economics Study Programme**

Projected study time	8 semesters (4 years)
Number of Credit Points (CP)	144 credits
Workload per CP	1 credit = 1.6 ECTS, 1 ECTS = 28 hours
Number of courses	39 courses
Time required for processing the final thesis and awarding CP	2 semesters, 6 credits

### Study and exam regulations

#### **For all programmes:**

The Academic Policy, Catalogue, and University Examination Rules<sup>17</sup> are published documents that establish the guidelines for studying and taking exams at the university level.

Every academic year, Universitas Terbuka sets an academic calendar that becomes a reference for the start of the registration, the implementation of exams, and the announcement of course graduation — information about these activities is provided through announcements, websites, and socialisation at each regional UPBJJ. Policies regarding admissions, selection of learning programmes to be followed, courses, and learning services can be obtained by students in the implementation catalogue and curriculum. This policy can be downloaded through the UT website. Assessments are conducted in various modes, including face-to-face, online, or take-home exams. The online exam mode allows students to take exams from anywhere. The formative evaluation is done as written, oral, and work exams. This form of the exam is adjusted based on the characteristics of the course. The delivery of learning evaluation results is carried out by UT in various ways, but usually if students want to know the

<sup>17</sup> Narxoz University Examination regulations (Final examination)

assessment results, it can be done by submitting a request regarding the test scores obtained to the study programme.

Re-examination can be followed by students if they receive an E grade, or want to improve grades, or for some reason students cannot take the exam. Registration for re-examination courses is carried out in the following semester. Students can take the re-examination through a written assignment or through an online exam for the re-examination course

The technical implementation of the student learning outcomes evaluation system in is UT's **Law Study Programme** outlined in the **UT Study Catalogue Book**, while the provisions for organising learning outcome examinations, starting from exam governance, scheduling exams, exam locations, requirements for taking exams, and exam rules, to announcing the results, are outlined in an information system that is carried out synergistically between the UT central office authorities and UPBJJ-UT regional offices spread across 39 regions in the country and abroad.

In the Law Study Programme curriculum management system, the principles of education/lifelong learning are consistently applied through the transfer of credits submitted by prospective students to the Law Study Programme. The transfer of credit process is carried out based on linearity and relevance benchmarks of courses previously achieved by prospective students, and is applicable to new students and exchange students who apply for credit transfer to the UT Law Study Programme. The transfer of credit application technique for new students has two systems: the Block Transfer System of Credit and By Subject Course Transfer of Credit. For exchange students, By Subject Course Transfer of Credit is applied, as has per the MBKM course package. The basis for choosing the application of one of the transfer systems of credit is based on philosophical considerations and scientific analysis and reasoning. The recognition of prior learning uses the Block Transfer System of Credits.

There are **Bachelor of Accounting Students** who take MBKM through the ICE Institute. Conversion of course grades from ICE to UT grades is based on the course equivalency table set by the Dean each semester. For example, if a UT student takes the *Data Analytics Basics for Everyone* course at International Business Machines Corporation (IBM), then the value obtained is converted to *Financial Information Analysis*. Similarly, if a student takes *Free Cash Flow Analysis* at Columbia University then the value is converted to *Accounting Information Systems*.

The examinations in the **Bachelor of Management** programme are conducted in various modes, including face-to-face, online, or take-home exams. The online exam mode allows students to take exams from anywhere. The formative evaluation is done as written, oral, and work exams. This form of the exam is adjusted based on the characteristics of the course. The delivery of learning evaluation results is carried out by UT in various ways.

For the **Development Economics Study Programme**, UT provides catalogues to students as a reference in the learning process every semester. The catalogue consists of the Organizing System Catalogue and the Curriculum Catalogue. In addition, all information regarding learning and examinations is also conveyed at the regional office. Each lecturer develops a Semester Learning Plan, Tutorial Activity Design and Tutorial Event Unit that students can use as a reference for learning per course.

## Feasibility of study workload

### **For all programmes:**

The programmes are designed to ensure that the workload is feasible and manageable for students. The Department then analyzes the data, and when necessary, appropriate action is taken. The study load is measured by the time to complete the course and converted into national credit system (SKS). One SKS is equivalent to 3 modules that require about 32 hours study load in one semester. Each module consists of about 2-4 learning activities. Every learning activity includes subject matter/content, self-graded assignment, summary and formative test. One module has about 40-50 pages. Course weighted 3 SKS consisting of 9 modules. Table of conversion ODL work/study load as follow.

SKS	ECTS	Number of Module	Learning Activities	self-graded assignment	summary	Formative Test	Pages
1	1.6	3	6-10	6-10	6-10	6-10	120-150

The study load required of UT students has been measured and reviewed based on the principles of educational philosophy, various good practices in organizing education, studies through research, curriculum development seminars and applicable laws and regulations in the higher education environment.

In realising the timeliness of student graduation, the learning processes and achievements are strictly enforced and supervised. Student support provided by management to ensure the timeliness of graduating students is in the form of providing information services in the system, counselling, academic and administrative support, forming study groups, providing learning service assistance, providing flexible examination services, and providing adequate learning resource services, all of which can be accessed by students at each UPBJJ-UT office spread across the 39 regions throughout Indonesia.

UT implements open registration that allows student to register or unregister depending on student's need. Student is permitted to take a study leave for the maximum of four semesters in a row to be still recorded as an active student. If student become inactive student, she/he need to register as a new student to be reactivated as an active student. There is no drop out policy and student is free to plan his/her study depending on their need. However, UT provides an eight-semester study plan for full time student equivalent. Thus, UT provides flexibility for students to complete their studies.

Through the standard mechanism for organising online and webinar tutorials in each course, the **Law Study Programme** provides an icon questionnaire on its dashboard panel for students to respond by completing the questionnaire. The questionnaire's content includes preparation variables, the relevance of material content, how to deliver material, and the evaluation of learning outcomes to class management by tutors. The results of the analysis and conclusions drawn from students' questionnaire responses are reported by the Learning Support Center work unit to the faculty authorities, namely the Vice Dean of Student Affairs and the Head of each study programme, for follow-up.

The **Accounting Study Programme's** efforts in helping students complete their studies are carried out by organising Distance Learning Skills Training, sending reminders regarding the course registration period, learning, and exams (via email, WhatsApp Group, SMS Blast, and other social media). The study programme also prepares academic guidance and consultation on the learning process at UT Center and UPBJJ spread throughout Indonesia.

Accounting study programmes provide academic guidance face-to-face or through the media. The academic guidance includes:

- Providing learning strategies for students who have difficulty increasing their GPA;
- Providing assignment and exam consultations through assignment clinics and exam clinics;
- UT does not implement an educational leave system so that students who have passed the study period are weaned (no course registration for four semesters). Students are reminded through email blasts, WAG, and Instagram.

In the learning process, the Accounting Study Programme receives input from students to develop and improve the Accounting Study Programme curriculum in the future through student groups, study programme phones, and study programme emails. The input from students is studied as one of the considerations in curriculum improvement. The form of improvement is in the form of curriculum reanalysis or curriculum review.

The curriculum and the learning process in the system is very flexible for students in the **Management Study Programme**. Depending on the study plan students prepare with consideration of their own study time. There are two course-taking schemes, namely the Package System, which is taking courses according to the semester followed or following the plan according to the curriculum, and Non-Package System, which is taking courses according to their learning time. Students can take as many credits as the curriculum has or fewer with a longer study plan. The maximum number of credits students can follow in one semester is 24.

Feasibility of study workload in the **Development Economics Study Programme** is in accordance with the national standards of higher education in the Regulation of the Minister of Education and Culture of the Republic of Indonesia<sup>18</sup> The regulation explains the ideal learning time needed to achieve course competencies in accordance with the curriculum.

The Development Economics Study Programme and the regional office provide services to students to ensure they complete their studies on time. These services include Distance Learning Skills Training, Assignment Workshops, and Exam Clinics. The Development Economics Study Programme provides counselling services to students with difficulty in lectures. During counselling, students can discuss their problems by contacting the Head of the Department, the Head of the Study Programme, or other lecturers through student groups.

### Equality of opportunity

#### **For all programmes:**

UT is a very large university considering the number of assets owned, the number of students held (450,000 students), the infrastructure owned, the territorial scope taken care of and the number of tutors mobilised. Therefore, as a modern institution/organization, UT must be free from gender issues and discrimination. The principles of fairness, justice, certainty, and benefit must be a foothold in implementing good corporate governance at UT. UT has issued the UT Rector Decree on the Task Force for the Prevention of Responses to Sexual Violence and Gender Equality. In addition, UT has also given attention and assistance to minority groups with disabilities and the economically disadvantaged. The assistance is in the form of scholarship assistance and procurement of specially designed teaching materials for students

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<sup>18</sup> national standards of higher education in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 and Number 3 of 2020 concerning National Higher Education Standards

with eyesight problems. As part of the obligation of public university, UT is mandatory to offer a scholarship for a disadvantaged student from a low-income family named “Bidik Misi”. UT targets the selected high achiever of high school graduates to be a recipient of the Bidik Misi Scholarship. Thus, UT has and continues to provide access to learning for disadvantaged people, in the form of scholarship assistance, both through inter-institutional cooperation patterns as well as scholarship distribution assistance from the central government.

UT provides scholarships for economically disadvantaged students with academic and non-academic achievements. UT also ensures equal opportunities to participate in education and no discrimination due to differences in gender, race, age, geographical location, ethnicity, religion, and disability within the academic community. In improving services, UT dispenses students who do not take the exam if force majeure occurs. If this happens, UT will allow students to take a follow-up exam.

Currently, UT provides services to groups of people with special needs, a specialty of educational inclusiveness. Services for students with special needs include a voice assistant accessing teaching materials. In addition, audio learning services are available through youtube channels such as UT Radio and UT TV. The study programme provides intensive guidance to students with special needs, such as Educational Independent Learning Activities through UPBJJ in each region.

In addition, to protect students and employees in the UT environment, both at UT Centre and UPBJJ, from sexual violence (verbal, physical, and mental), UT created a Task Force Team for the Prevention and Handling of Sexual Violence<sup>19</sup>.

## Appraisal:

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

There is information about a conversion from national credits to the European ECTS system in the Diploma Supplement. It includes an ECTS grading table.

The feasibility of the study programme’s workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The panel welcomes the survey results that indicate the implementation of a workload tracking

Universitas Terbuka University 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 with special needs, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. UT demonstrates excellent integration of

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<sup>19</sup> This Task Force Team was established based on the Decree of the Rector of Universitas Terbuka Number 7350/UN31/HK.02/2021

students with special needs, from the opportunity to study in remote regions to teaching materials in Braille.

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

### 3.3 Didactical concept

#### Logic und plausibility of the didactical concept

##### **For all programmes:**

To ensure the achievement of SLOs, interactive learning methods must refer to learning strategies (methods-media) that refer to the various subjects and sub-subjects of the course that are delivered to students. While ensuring the relevance between the course and its SLO, the course learning outcomes must be mapped. Thus, if all the SLO, Course learning outcomes, Subject Matter, and Learning Methods modes have been mapped in a logical relationship as an instructional design of a course, all of them can provide a road map for the achievement of the SLO. Another determinant of learning effectiveness is the quality of the tutors who must meet the predetermined qualification standards.

The logic chain and instructional design procedures described above have become the Bachelor of **Law Study Programme's** standard operating procedure in achieving each course's learning objectives. Another important determining factor that can ensure the achievement of graduate learning is the monitoring and evaluation factor for the implementation of the Course Design, Semester Learning Plan and Evaluation of Learning Outcomes.

Distance learning methods for the courses include lectures, case-based learning, practicum, and mentoring. All of these methods are conducted asynchronously. For mentoring, in addition to asynchronous, there are also synchronous sessions to see student progress. The lecture method is intended for theoretical courses, while case-based learning is designed for courses that can be learned based on existing cases or practices. Meanwhile, practicum is a learning method for courses that are practical using certain procedures, and mentoring is a learning method for Community Empowerment, Final Project, and Scientific Work courses. These learning methods were chosen based on the nature of the course and the learning outcomes to be achieved.

In independent learning, students in the **Accounting Study Programme** can obtain academic guidance through services. UT assists students by providing learning strategies for students who have difficulty increasing their GPA, providing assignment and exam consultations through assignment clinics and exam clinics, and greeting students throughout the study

period. This is done by the Accounting Study Programme to ensure learning outcomes are achieved.

Distance learning methods for the Accounting Study Programme courses include lectures, case-based learning, practicum, and mentoring. All of these methods are conducted asynchronously. For mentoring, in addition to asynchronous, there are also synchronous sessions to see student progress. The lecture method is intended for theoretical courses, while case-based learning is designed for courses that can be learned based on existing cases or practices. Meanwhile, practicum is a learning method for courses that are practical using certain procedures, and mentoring is a learning method for Community Empowerment, TAP, and Scientific Work courses. These learning methods were chosen based on the nature of the course and the learning outcomes to be achieved.

The learning concept of the **Management Study programme** refers to student-centered learning. Apart from distance learning, methods are tutorials, practices, case studies, and project-based learning. The tutorial method is the primary method aimed at cognitive knowledge transfer. The practice method is used for learning in *Financial Management, Introduction to Statistics, Operations Research, Elective Courses, Community Empowerment, Strategic Management* and *the final project and Scientific Writing*. Meanwhile courses using a case study/project-based approach or method include *Business Feasibility Studies, the Final Project and Scientific Work* courses.

The type of learning used by the **Development Economics Study Programme** is entirely in the form of distance learning. The model for applying student center learning methods in distance learning includes discussions through online tutorial features, assignments, and self-study using the teaching materials provided (Basic Material Books, initiation materials, etc.). Through the Professional Development Unit UT provides relevant training to ensure that all lecturers are competent in applying didactic methods and using instruments to improve the intended learning outcomes.

### Course materials

#### **For all programmes:**

In the context of open and distance education which has been adopted by all study programmes, the course material factor, whether printed or non-printed materials, is the main foundation factor in the achievement of student learning. Therefore, the course material must be built by qualified and reputable content experts in their fields and held according to the specific needs of the learners' competencies. Course material in distance education and learning must be designed based on the principles of self-explanatory and self-content as a substitute for lecturers/teachers in conventional learning.

All learners are entitled to obtain the learning materials provided directly by UT along with supplements, as well as passwords to access digital books available at the Virtual Reading Room/Digital Library) to access other learning resources online. Every registered learner in the current semester must possess the teaching materials in the form of modular materials. These are sent directly by UT to the learner's address for study throughout one semester, and learners can also purchase other materials and books of interest at UT's special bookstore. Thus, the availability of Learning Materials for registered courses is ensured and sent to learners. UT also provides learning assistance in the form of Non-Print Teaching Materials on the UT website that can be accessed for free, including UT TV, UT Radio, Suaka, Virtual

Reading Room, digital library, Practicum Manual on the website, and non-print teaching materials that can be accessed through the website.

The UT **Law Study Programme** uses teaching materials in printed material modular format. Each course has its own materials, whose content is determined by the size of the credits in the course. The larger the credit load, the more loaded the content. Learning resources are places where various data and information relevant to the courses students study can be accessed through non-printed/digital electronic online/non-online and printed materials. Relevant learning resources can be used as supporting teaching materials, and very relevant learning resources can be used as a supplement.

The **Accounting Study Programme** is carried out as described above. Practicum courses are carried out using online tutorials. Students can access tutorial/practicum materials through UT e-learning. Students can access all printed and non- printed teaching materials anytime and anywhere through the UT website page.

The **Management Study Programme** Teaching Materials consist also of printed and non-printed teaching materials. Printed teaching materials are the main teaching materials that are the basis or reference for developing non-printed teaching materials, which are supplements (supporters) of printed teaching materials. As one of the standards for writing teaching materials, the authors of Management Study Programme teaching materials are experts in the appropriate field of science and are developed systematically, starting from developing course designs, which the lecturer must approve. Furthermore, the writing results are reviewed by experts with reference to Work Guidelines for Reviewing Material, Instructional Design and Language of Printed Teaching Materials.

Media and teaching methods are designed and implemented to support learning outcomes in the **Development Economics Study Programme**. The learning media used are printed teaching materials and non-printed teaching materials. Printed teaching materials are in the form of modules and non-print teaching materials are in the form of interactive video CDs, web supplements, e-learning using the moodle platform, live streaming, and TV tutorials.

The learning method is student-centered (e.g., group discussion, problem-based learning). Printed teaching materials are provided to students online through virtual reading rooms and in the form of hard copies given to each student. The study programme has several types of teaching materials, printed and sent to students after registration and non-printed, accessed online through the website.

### Guest lecturers

The UT Bachelor of **Law Study Programme** has various academic activity agendas at once for students and lecturers/tutors in the form of general-lecture forums, international conferences, and national seminars, which involve guest lecturers in each of these academic events and forums. Some academic events that present guest lecturers include

- 1) International Open and Distance learning Seminar;
- 2) AAOU (Asian Association of Open University);
- 3) ICDE (The International Council for Open and Distance Education);
- 4) OSC (Open Society Conference).

Examples of events that took place in 2022 are:



- International Conference ICoMUS 2022 “Contemporary Issues in Multidisciplinary Research”
- International Seminar on Business, Economics, Social Science, & Technology (ISBEST)
- The International Seminar on Business, Economics, Social Science and Technology (ISBEST 5th) 2022, titled “Answering the Unprecedented Challenges in Business Sustainability throughout Knowledge Investment and Collaborative Innovation”
- Visiting Professor “Writing Publishable Articles in Top Tier Journals”

To improve students' competence and understanding of courses in the **Accounting Study Programme** the programme periodically (at least once a semester) invites guest lecturers from outside national and international agencies as guest speakers to provide knowledge of skills, expertise, and scientific attitude. These guest lecturers are present in e-lecturing, e-seminars, radio tutorials, UT TV, and other learning videos. Activities attended by guest lecturers from abroad thus far are as follows.

**Table 16: List of Guest Lecturers in the Law Study Programme**

	<b>Institution</b>	<b>Guest Lecture</b>
1	Alama Iqbal Open University	Knowledge Sharing Forum 2020 “Quality Assurance Innovations for Technology-based Education”
2.	Open University of China	AAOU 2020 “Responding Covid-19 to Remove Barriers: Access, Equity, and Inclusion”
3.	Open University of Sri Lanka	AAOU 2020 “Responding Covid-19 to Remove Barriers: Acces, Equity, and Inclusion”
4.	Secretary General of International Council for Open and Distance Education (ICDE)	Knowledge Sharing Forum 2021 “Quality Student Services During Covid-19 Outbreak”
5.	Director Excellence and Governance Hamdan Bin Mohammed Smart University, Dubai, UAE	Knowledge Sharing Forum 2021 “Quality Student Services During Covid-19 Outbreak”
6.	Profesor at Communication Sciences Program, Anadolu, University Turkey	AAOU “Employability sharing experiences among students and educators in Online and Distance Education”
7.	Presiden of Sarawak Physiotherapy Association; Alumni of Wawasan Open University, Malaysia	AAOU “Employability sharing experiences among students and educators in Online and Distance Education”
8.	Universitas Indonesia	Virtual Comparative Law Public Lecture Series 2023 “Business Law in Indonesia and Malaysia”
9.	Open University of Malaysia	Virtual Comparative Law Public Lecture Series 2023 “Business Law in Indonesia and Malaysia”
10.	Vice Governor od East Java	Open Society Conference 2023 “Empowering Technology: Humanities, Business & Political Perspectives in Vuca Era”
11.	Chief AI Evangelist Australia	Open Society Conference 2023 “Empowering Technology: Humanities, Business & Political Perspectives in Vuca Era”
12.	Profesor Political Studies Univesity of Saskatchewan, Canada	Open Society Conference 2023 “Empowering Technology: Humanities, Business & Political Perspectives in Vuca Era”

13.	Vice Rector for Institutional Development and Partnership at Universitas Terbuka, Indonesia	Open Society Conference 2023 “Empowering Technology: Humanities, Business & Political Perspectives in Vuca Era”
14.	Founder at Media Kernels Indonesia	Open Society Conference 2023 “Empowering Technology: Humanities, Business & Political Perspectives in Vuca Era”

**Table 17: List of Guest Lecturers in the Accounting Study Programme**

Year	Activity	Institution
2019	Guest Lecturer	La Trobe University, Australia
2020	The 3rd International Seminar on Business, Economics, Social Science and Technology 2020 and The 6th AICEDC	University of South Florida
		Australian National University
2020	The 3 <sup>rd</sup> Webinar Series Accounting Study Program: “Intelligent Automation and Analytics: Shaping the future of Accountancy”	Singapore Institute of Technology
		DePaul University, Chicago, Illinois, USA
2021	International Seminar on Business, Economics, Social Science, & Technology (ISBEST)	University of Wollongong
		University of Wollongong
		University of Wollongong
		Price Waterhouse Coopers (PWC)
2022	International Conference ICoMUS 2022 “Contemporary Issues in Multidisciplinary Research”	Obuda University, Hungary
		University Malaya, Malaysia
2022	The International Seminar on Business, Economics, Social Science and Technology (ISBEST 5th) 2022, titled “Answering the Unprecedented Challenges in Business Sustainability throughout Knowledge Investment and Collaborative Innovation”	University of Essex, England
		University of Economics in Bratislava, Slovakia
		PLLLus, The Netherland
2022	COPSI Talkshow “Acceleration of Public Services Through Innovation” Sharing Experiences Regarding Innovations” with sources	Universiti Teknologi MARA (UiTM)
		University Sains Malaysia (USM)
		Universiti Utara Malaysia and also the Secretary of the Malaysia Accounting Association (MyAA)
2022	Visiting Professor “Writing Publishable Articles in Top Tier Journals”	University of Essex UK; Editor of Journal of Accounting in Emerging Economics (Q1)

2022	Visiting Professor-Universiti Teknologi MARA (UiTM): "MISSION NOT IMPOSSIBLE PASSED WITH NO CORRECTION: My PhD Story"	Universiti Teknologi MARA (UiTM) Malaysia
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The **Management Study Programme** strengthens learning materials by inviting practitioners and academics to periodic lecture seminars. Practitioners and scholars invited to these activities come from universities and associations at home and abroad. In public lecture activities, the material provided includes materials related to management science, such as human resource management.

This **Development Economic Study Programme** also invites professionals to provide an overview of future careers in the labour market, such as programme alumni who can inspire students to have careers according to competence. Several leading professors from Europe, Australia, and Asia have been invited to give guest lectures. In addition to giving guest lectures, guest lecturers are usually involved in several other activities, such as workshops, seminars, conferences, and joint research and publications. In addition, radio tutorials also invite professional resource persons and external lecturers to provide learning based on their expertise.

### Lecturing tutors

#### **For all programmes:**

In distance learning and open education, the Study Programmes do not fully adopt the "autonomous learning principle" for students but combine it with the "andragogic learning principle", meaning that the role of tutors in the teaching and learning process still contributes quite significantly, around 30 % or less, to the achievement of learning outcomes.

Tutors have been selected and standardized based on the criteria set by the study programme. The tutors are recruited and selected based on competency standards and work and academic experience that meet the learning needs of the courses in the curriculum, the course design and the teaching materials. Even though the tutors already have academic (Master's degree) and work backgrounds in accordance with the courses to be taught/tutored, the tutors in the selection context are trained in the theories and practices of distance teaching-learning andragogy and open education.

Tutors have duties including:

- Managing the tutorial class
- Ensuring the implementation of the tutorial runs according to the provisions
- Creating lecture materials, enrichment materials, introductory videos, tutorial greeting videos, discussion forums, tutorial assignments, and assessment rubrics
- Correcting tutorial assignments
- Grading discussion and tutorial assignments
- Making tutorial reports on time

To become a tutor in the UT Bachelor of **Law Study Programme**, several qualification

requirements and principal criteria must be met, namely

- 1) Educational background in law with a minimum formal diploma of master of law;
- 2) Experienced teacher/consultant / legal practitioner;
- 3) Successful completion of the training standards of the Tutor Accreditation Programme organised by UT.

The UT Bachelor of Law Study Programme always encourages tutors to innovate/improve/perfect their instructional design every semester by updating learning methods and teaching media.

Tutors in the **Accounting Study Programme** come from several professions, including lecturers at various universities and practitioners in private companies, banks, Regional Inspectorates, Supreme Audit Agency, Ministries, Regional Financial Management Agencies and various other organisations.

Tutors involved in learning activities in the **Management Study Programme** consist of permanent and non-permanent lecturers. Permanent lecturers are structurally registered in the Faculty of Economics, Management Study Programme. Non-permanent lecturers are lecturers recruited from outside the institution through a selection process with conditions referring to the given standards, namely at least a Master's degree in the appropriate scientific field. These non-permanent lecturers come from various circles, both academics, and practitioners. In addition, the educational background also varies both from universities in the country and abroad.

The **Development Economics Study Programme** provides tutorials to assist students in learning to understanding the course material. The tutorials provided include face-to-face tutorials, webinar tutorials, and online tutorials. Tutors in the Development Economics Study Programme are internal tutors and tutors recruited from various universities and practitioners. Tutors from institutions outside UT are recruited through an administrative and competency selection process. After passing the administrative and competency selection, prospective tutors are included in tutor training. In addition, to increase students' ability to master course material, every semester, material deepening is carried out for several specific courses, including *Microeconomic Theory*, *Macroeconomic Theory*, *Economic Mathematics* and *Econometrics*.

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

The distance learning approach is accompanied by lecturing tutors online or in person. They support the students in the learning process and help them develop competences and skills.

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

## 3.4 International outlook

### International contents and intercultural aspects

The concrete form of internationalisation of the UT Bachelor of **Law Study Programme** can be seen in the curriculum structure, in which material content contains cross-jurisdiction of the national legal system, cross-national culture, and cross-content of national legal norms/rules. Some of the cross-national courses include 1) *International Law*, 2) *International Criminal Law*, 3) *Entrepreneurship in the Digital Era*, 4) *English II*, 5) *Legal Interpretation and Reasoning*, 6) *Intercultural Communication*, 7) *International Civil Law*, 8) *Law and Human Rights*, 9) *Philosophy of Law and Professional Ethics* and 10) *Law of Telematics*.

UT's Bachelor of Law Study Programme has also developed its internationalisation through a continuing education programme called the *Legal Literacy Study Programme for Indonesian Migrant Workers* who are abroad in countries such as Saudi Arabia, Malaysia, Singapore, Hong Kong, Taiwan, South Korea and Japan. The University developed the curriculum content of the Legal Literacy Study Programme with the intention to meet the needs of those students who are domiciled in their country of work; thus, the material contains the legal system and laws and regulations relating to employment and migrant workers.

Students in the UT Bachelor of Law Study Programme or the Legal Literacy Continuing Education Study Programme for students living abroad are intended to be reached through curriculum content and courses with an international perspective. The University strives to equip and enable them with knowledge, skills, and attitudes responsive to the context of international legal issues. In addition, for students to be sensitive, aware, and actualised, they are given access to participate in academic events, such as seminars, symposiums, debate competitions, student exchanges, and MBKM courses at the international level.

The **Accounting Study Programme** includes a course with cultural aspects, *Civics Education*, with a topic on the Archipelago Concept. It also organises internationally oriented activities with intercultural aspects in the form of international seminars. The content of Accounting courses has a global outlook by including global cases or issues in lectures, for example, in discussions or tutorial assignments in courses such as *Auditing I*, *Auditing II*, *Accounting Theory* and *International Taxation* courses. Internationally orientated activities increase competence and prepare students to work internationally.

**Management Study Programme** students are also equipped with competencies that support the competitiveness of graduates in the job market at home and abroad. These competencies are obtained from courses responsible for improving general skills, namely soft skill competencies in adaptability, cross-cultural understanding, and cooperation. Courses that contain such competencies are *Business Law, Pancasila and Civics Education, Management, Change Management* and *Strategic Management*.

UT has the vision to become a high quality open and distance university, which means that the internationalisation of education has become part of UT's strategic plan. As one of the efforts to achieve this goal, the **Development Economics Study Programme** has involved lecturers from other countries' universities in writing teaching materials. UT encourages and supports that each study programme includes internationalisation as an important aspect of the curriculum. Furthermore, the Development Economics study programme courses present courses with international standards. The students are also equipped with intercultural skills by taking courses offered by overseas universities through the ICE institute.

#### *Internationality of the student body*

International students who want to study in the UT **Law Study Programme** are given alternatives to learn a lot about the content of legal characters in Indonesia, primarily from the scope of the course material, which includes Introduction to Indonesian Law, Indonesian Legal System, Practice of Courtroom Experience, Customary Law, Agrarian Law, State Administration Law, Local Government Administration Law, and others. The UT Law Study Programme curriculum provides options for international law courses are also available for prospective international students, and include 1) *International Law*, 2) *International Criminal Law*, 3) *Entrepreneurship in the Digital Era*, 4) *English II*, 5) *Legal Interpretation and Reasoning*, 6) *Intercultural Communication*, 7) *International Civil Law*, 8) *Law and Human Rights*, 9) *Philosophy of Law and Professional Ethics* and 10) *Law of Telematics*. There is even an Indonesian language study programme package for Foreign Speakers as a transition for those who want to enter the UT Law Study Programme.

International students of the Law Study Program until now still consist of people (students, Indonesian citizens) who live abroad, among others: Saudi Arabia, United Arab Emirates, Malaysia, Hong Kong, Taiwan, South Korea, and Japan which amounted to around 5,000 students. For the foreign student, there is still no one registered yet, however in the future through the program of increasing the participation of foreign student in Law Study Program, the foreigner would be offered to increase their participation through several superior courses, e.g. courses in MBKM, namely legal literacy courses for Migrant Workers. University policies until now have not made scholarship programs for international students. However, in the near future (2024), UT would launch scholarship programs through various schemes for the international programme.

Currently, the Accounting Study Programme does not have any international students. Currently the University develops a course with international content, namely the *Auditing 1* course offered through the ICE Institute. English language materials support this course. The Accounting Study Programme focuses on bringing students to the international level and continues to develop an international curriculum so that students from other countries can study at the UT Accounting Study Programme.

The number of students in the **Management Study Programme**, as of 2022, was more than 85,000, spread throughout Indonesia and in 47 foreign countries across all continents. However, at this time, these are mostly students of Indonesian provenience living abroad. The

Management Study Programme still needs international students. The Management Study Programme has offered several courses that can be accessed by international students or students from other universities through the ICE Institute. The courses in question are *Supply Chain Management* and *Services Marketing*.

The **Development Economics Study Programme** encourages students to join programmes with international experience, such as joining the University Innovation Fellows at Stanford University. The Development Economics study programme still needs international students. However, the study programme does already have students living abroad and will continue encouraging students to participate in international programmes. In the programme there are no lecturers who come from abroad but there are lecturers and tutors who have studied abroad and participated in international seminars. Students will benefit from lecturers with international experience because they can enrich learning content and an international-based curriculum. The study programme gradually continues to develop learning models that lead to full internationalization in several courses.

### Internationality of faculty

Many UT lecturers/tutors of the **Law Study Programme** have completed studies abroad, mainly in Canada, the United States, the United Kingdom, and Australia. The academic relationship between students and their lecturers/tutors with overseas experience provides different added value in terms of the perspective of the learning experience of the lecturers/tutors that are shared with students. However, in terms of influence on the achievement of the learning objectives of graduates, the success of the achievement of the learning objectives of these graduates is primarily determined by the quality of commitment, experience, and skills in teaching/tutorials of each lecturer/tutor. However, methodological measurements have never been made regarding whether or not there are significant differences in the influence of this experience.

In the **Accounting Study Programme** two lecturers graduated from Masters at universities abroad, namely Wollongong University, Australia, and Groningen University, The Netherlands. Tutors in the Accounting Study Programme have Masters and Doctoral education from domestic and foreign universities. The overseas universities where the tutors took their Master and Doctoral degrees are Queen's University Belfast (UK), University of Glasgow (UK), University Sains Malaysia (Malaysia), Kobe University (Japan), and Chung Yuan Christian University (Taiwan).

In addition, there are already six internationally certified lecturers, including certification from the *Certified International of Internal Audit Quality Audit (CIIQA)* and Certificate in *International Public Sector Accounting Standards (CertIPSAS)*.

In addition, lecturers and tutors in the Accounting Study Programme have experience producing scientific publications in international journals. Some lecturers have published articles in internationally indexed journals (Copernicus, Scopus) and presented articles at international seminars. Students benefit from the international experience of lecturers and tutors because lecturers and tutors transfer knowledge to students related to real cases and practices that occur abroad in the lecture process.

Some lecturers of the **Management Study Programme** have international certification related to scientific aspects and support the duties and functions of lecturers, such as researchers and reviewers. Some Management Study Programme lecturers have also attended training programmes abroad, such as at Otago Polytechnic in New Zealand, and participated in lecturer exchange programmes. In addition, Management Study Programme tutors are domiciled

abroad with the status of doctoral students and work at Indonesian embassies abroad and other organisations.

The **Development Economics Study Programme** lecturers have international experience in various programs. One lecturer in the Development Economics Study Program graduated (Master and Doctoral degree) from the University of Western Australian. The Development Economics study programme still needs to have a programme for foreign lecturers to teach in the study programme. However, for this internationalization process, the study programme is preparing activities to invite several foreign lecturers to teach in the programme.

### Foreign language contents

The ability to master international languages, especially English, is a requirement of UT **Law Study Programme** students. For this reason, the UT Bachelor of Law Study Programme Curriculum has two courses containing foreign language English and English-2. Other courses with learning materials that have both Dutch and English content are *Legal Language and Terminology* courses, while some courses have bilingual textbooks, namely the courses of 1) *Constitutional Law*, 2) *International Law*, 3) *International Criminal Law*, 4) *International Civil Law*, 5) *Indonesian Legal System*, 6) *Telematics Law* and 7) *Customary Law*.

The **Accounting Study Programme** has several courses presented in English, namely *Auditing I*, *Management Control Systems*, *Advanced Financial Accounting II*, *Banks and Non-Bank Financial Institutions*, *Portfolio Theory and Investment Analysis*, *Accounting Information Systems* and *Public Sector Accounting*. The Accounting Study Programme also has courses specifically designed to improve student's English language skills through English language courses. Most lecturers and tutors use teaching materials referencing international English books. In developing teaching materials, the printed materials used in Accounting Study Programme are designed using references of international books/journals. The Accounting Study Programme is also developing Interactive Teaching Materials using international experts.

To improve students' English ability, the **Management Study Programme** provides English courses in semester two. For graduates, UT proclaims knowledge of one foreign language, namely English. For this reason, all UT students are required to take English as a compulsory institutional course. In supporting this, the Management Study Programme encourages students to take several English courses offered by the ICE Institute and recommended by the Study Programme. The following courses are offered in English language: *Supply Chain Management*, *Business Laws*, *Human Resources Audit*, *Management*, *Organization Behavior*, *Cost Accounting*, *Entrepreneurship in the Digital Era*.

The **Development Economics Study Programme** The programme still needs to form a programme for foreign lecturers to teach in the Study Programme. However, in this internationalisation process, the University is preparing activities to invite several foreign lecturers to teach in the Study Programme. Currently, the following courses are offered in English language: *International Economics*, *Development Economics*, *International Financial Economics*, *Introduction to Microeconomics*, *Statistics for Business and Economics*, *History of Economic Thought* and *Introduction to Macro Economics*.

## Appraisal:

The University started to integrate international contents into the curriculum and intends to prepare students for the challenges in an international working environment. UT also adds



practical examples to enable students to act in an intercultural environment. However, internationalisation can still be expanded. This refers to the contents, to the number of international students, to the number of courses/tutorials delivered in English language throughout, and finally to the internationalisation of the faculty.

Although the panel acknowledges the efforts to include international/intercultural contents into the curricula, they still see potentials to increase these. Therefore, with respect to the international/intercultural contents of the courses the panel states a **recommendation** to substantially increase the international/intercultural content into the programmes.

The international composition of the student body does not fully correspond to the programme concept as there are no international students in the study programmes. The panel however is of the opinion that the measures taken currently to promote internationality are goal-oriented and will lead to an internationally diverse student group. The panel **recommends** continuing the efforts in order to substantially increase the number of international students from other cultural backgrounds and languages in the programmes.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials have been continuously increased in the last years and correspond with the qualification objectives of the study programme. But it can still be considered very moderate. Therefore, the panel **recommends** substantially increasing the number of courses 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		
3.4.4 Foreign language contents				X	

### 3.5 Multidisciplinary competences and skills

Mastery of communication skills, public speaking, and problem-solving is important in strengthening students' competence. In the UT Bachelor of **Law Study Programme**, these three basic skills can be obtained mainly in practicum and practical courses. The practice field consists of practicing courses such as *Commercial Law and Litigation*, *Islamic Law and Judicial Procedures*, *Agrarian Law*, *Legislative Science*, *Corporate Law*, *Treaty Law*, and others, and practical courses include *Civil Law*, *Criminal Law*, and *Practical Courtroom Experience*. For the field of work there is an Apprenticeship MK (Notariat and Lawyer).

In the **Accounting Study Programme** multidisciplinary thinking skills are taught through the following courses: *Indonesia Language and English*, *Entrepreneurship*, *Business Communication*, *Management* and *Scientific Work*. The diverse instructional approaches of the Accounting Study Programme are geared towards the development of multidisciplinary

skills and abilities. By taking Indonesian language, English, and Business Communication courses, students are expected to be able to communicate, discuss, and present their thoughts. Meanwhile, by taking Entrepreneurship, Management, and Scientific Work courses, students are expected to have the ability to work in groups and think critically in solving problems.

Multidisciplinary thinking skills in the **Management Study Programme** are taught in several courses, namely *Management, English, Indonesian Language, Entrepreneurship, Business Communication, Scientific Work, Industrial Relations* and *Business Law*. These competencies are built through learning activities in online tutorials, discussions and assignments, and activities outside the classroom, such as internships, research, and entrepreneurship.

To ensure that graduates of the **Development Economics Study Programme** achieve multidisciplinary competencies and skills, especially in communication, public speaking, cooperation, and conflict handling, the University facilitates various activities through the MBKM programme. UT states that the objectives of the study programme, integration between theory and practice, interdisciplinary thinking, scientific methods and practices, and assessment are vital parts of the overall learning process in the study programme.

### Appraisal:

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

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

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

### 3.6 Skills for employment / Employability

The employability aspect of the graduates of the Bachelor of **Law Study Programme** is the main consideration in the learning design. However, employability is naturally a manageable concern for the UT Law Study Programme authorities. This is because at least 80 % of students have a background in the Indonesian police force. Thus, the contextualization of the UT Law Study Programme curriculum at the learning level is designed based on the general needs of students whose abilities are based on practice and case studies in the Legal Services, Legislation, and Legal Aid Fields.

Since the beginning of the UT Law Study Programme's development, the curriculum has been built based on the general needs of prospective students covering the fields of work in the Legal Services, Legislation, and Legal Aid Fields. With the suitability between the curriculum of this law study programme and the typology of the work background of students, the added value of competencies obtained from studying law at UT makes it easier for graduates to complete the legal work they handle. Likewise, by obtaining this Bachelor of Law diploma, the graduates will be better promoted in their careers.

The implementation of learning towards mastery of communication skills, public speaking, problem-solving, and other skills is mapped into a chain of analysis and design of course development taken from the curriculum. Through the selection of interactive learning models such as information, experience, and problem-solving processes, the subject matter of skill formation in students, as referred to above, can be carried out.

One of the important sources of data and information needed in policy making in the UT Law Study Programme is the tracer study results. Through tracer studies, various information can be obtained that can be used to improve the quality of the Law Study Programme service management. Until now, the utilisation of tracer study results by the Law Study Programme has covered various basic needs, such as 1) Link and Match Curriculum with Implementation of Job Tasks; 2) Impact of Study Results on Career, Welfare, and Social Status; and 3) Level of Satisfaction Following the Study.

The **Accounting Study Programme** ensures employability by implementing a curriculum that intends to equip students with knowledge and skills to work in various sectors/areas. To ensure employability, Accounting Study Programme students are provided with core competencies in accounting, which include:

- Preparation of financial statements (through the financial accounting course)
- Implementation of financial statement audits in accordance with Audit Standards and applicable laws and regulations (through the auditing course family)
- Preparation of tax reports, mastery of factual knowledge of relevant policies and regulations (through the Taxation and Business Law course family)
- Designing accounting information systems, operating and utilizing software in the context of preparing financial reports, budgets, tax administration, auditing, and research, as well as mastering the principles and techniques of using information technology (through the information systems course family)
- Analysing and interpreting financial statements of separate entities in accordance with applicable accounting standards (through the Financial Information Analysis course)
- Have an entrepreneurial attitude (by taking Entrepreneurship in the Digital Age course)

The results of the 2019 to 2021 tracer study show that the fields of work and the profiles of accounting graduates are in accordance.

In the **Management Study Programme** the curriculum was developed to integrate skills that support the employability of graduates in the form of hard skills and soft skills, such as foreign languages, skills in using technology and analytical tools, cooperation, and adaptability. These skills can be obtained both through learning activities in the classroom and outside the classroom. In evaluating the suitability of these skills to the world of work, the Management Study Programme conducted a tracer study related to the performance of graduates. The following are the results of tracking related to this.

**Table 18: Employability of Management Study Programme Graduates based on User Input**

No.	Capability Type	User Satisfaction Level (%)			
		Very Good	Good	Fair	Insufficient
1	Graduate attitude/ethics	57%	38%	5%	0%
	Graduates' workplace skills based				

2	on their field of knowledge	52%	43%	5%	0%
3	Foreign language skills of graduates in your workplace	19%	48%	26%	7%
4	Ability to use information technology in the workplace	62%	33%	5%	0%
5	Communication skills of graduates in the workplace	55%	40%	5%	0%
6	Graduate cooperation skills in the workplace	64%	33%	2%	0%
7	Graduate self-development skills in workplace	64%	31%	5%	0%
<b>Total</b>		<b>373%</b>	<b>266%</b>	<b>53%</b>	<b>7%</b>

To prepare students and graduates to enter the world of work, the **Development Economics Study Programme** actively provides opportunities to develop hard skills and soft skills, such as foreign languages, skills in using technology and analytical tools, cooperation and adaptability, and communication, which are all part of curriculum learning. These skills can be obtained both through learning activities inside and outside the classroom.

The majority of students already have jobs. However, UT is involved in providing both soft and hard skills that contribute to the employment of its graduates. Promotion of employability, for example, through the integration of theory and practice. Thus, the knowledge and skills received by students after graduation are used to support career advancement.

### 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. As most of the students are already working, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations. This has been demonstrated by the results of tracer studies and the resulting improvements.

		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

#### Structure and quantity of faculty in relation to curricular requirements

The Faculty of Law, Social and political Sciences (FHISIP UT) includes the **Law Study programme** and is supported by 153 lecturers at UT Center and UPBJJ-UT and 23 education staff at UT Center. The Bachelor of Law Study Programme currently has 23 Education Personnel at UT Center, and the lecturers in the Bachelor of Law Study Programme are all law graduates.

**Table 19: Permanent Lecturer in Law Programme Study**

Education	Academic Position				Total
	Professor	Associate Professor	Assistant Professor	Lecturer	
S-3 / Sp-2	1	0	3	0	4
S-2 / Sp-1	0	3	13	2	18
Total	1	3	16	2	22

**Table 20: Non-Permanent Lecturers in Law Programme Study**

Education	Academic Position						Total
	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Professional in the Field Law	
S-3 / Sp-2	2	85	69	75	0	15	246
S-2 / Sp-1	0	79	203	315	64	70	731
Total	2	164	272	390	64	85	977

The following is the composition of lecturers and tutors of the Faculty of Economics (FE), hosting the programmes **Development Economics, Management, and Accounting Study Programmes**.

The following table shows structure and quantity of the faculty of the Bachelor programmes:

**Table 21: Quantity and structure of faculty (FE)**

Functional Position	Study Programme		
	Management	Accounting	Development Economics
Professor	2	1	-
Associate Professor	9	2	3

Assistant Professor	37	9	10
Assistant Professor	22	16	9
<b>Total</b>	<b>70</b>	<b>28</b>	<b>22</b>
Tutor (Guest Lecturer)	1.132	380	351
Doctoral Degree	14	2	4

To meet human resource needs, the UT Faculty of Economics (FE) identifies the needs for new employees, which are then recommended to the Legal, Cooperation, and Personnel Section of the UT Bureau of General Finance and Cooperation who will then submit it to the Ministry approval of formation availability. Not all proposed needs submitted by the faculty can be met. The formation depends entirely on the quota given by the Ministry and the government's ability to recruit new civil servants.

Based on the formation given, UT conducts selection according to the applicable guidelines. Recruitment for permanent lecturers is carried out by referring to academic requirements, namely lecturers must have a background in a field of study that is relevant to the programme and have a minimum academic qualification of Masters. Guidelines for the Recruitment System for Civil Servants, Non-Civil Servants Personnel at UT are regulated<sup>20</sup>. In addition, UT has issued UT Chancellor Regulation<sup>21</sup> concerning Non-Civil Servants Personnel. The rules explain work relations, employee recruitment, rules of procedure, disciplinary sanctions, leave, welfare, coaching and development, termination of employment and severance pay, and transitional regulations.

Regulations regarding the academic qualifications of lecturers including professors, have been stipulated by the government<sup>22</sup> and from UT in the form of the Chancellor's Decree of the Open University. The requirements for obtaining a professorial functional position are lecturers who have Doctoral Education qualifications with a minimum total credit score of 850. Lecturers who propose to professorship academic positions must have scientific publications in reputable national and international journals in accordance with their field knowledge.

The development of FE lecturers is carried out through increasing the level of education and through education and training. The increase in the doctoral education level is carried out in a planned manner by scheduling each lecturer to study further for the doctoral degree. The training is carried out to improve the competence of lecturers, especially in fields such as training in research proposal writing, journal writing, research method training, making tutorial kits. To motivate lecturers who have doctorate qualifications to become Professors, UT invites experts from abroad to guide international journal writing, assigns lecturers to attend national and international seminars, and assigns Professors as assistants.

<sup>20</sup> UT Chancellor's Decree Number 1623/UN31/KEP/2015

<sup>21</sup> UT Chancellor Regulation No 8889 of 2014

<sup>22</sup> Circular Letter of the Director General of Higher Education, Ministry of Education and Culture Number 638/E.E4/KP/2020 concerning the implementation of operational guidelines regarding the assessment of credit scores for functional promotion/lecturer rank.

## Academic and pedagogical / didactical qualification of faculty

### **For all programmes:**

For the recruitment of civil servant lecturers, the programmes propose to the University based on the need for the number and type of civil servant positions (both civil servants at UT Center and UPBJJ) using position analysis and workload analysis. Then, the need for the number and type of civil servant positions is sent to the Ministry of Education and Culture to be further submitted to the Minister who organises government affairs in the field of state apparatus empowerment and the National Civil Service Agency. Recruitment and selection of civil servants in the Universitas Terbuka environment are then carried out based on the Regulation of the Head of the State Personnel Agency<sup>23</sup> and Universitas Terbuka Rector Decree concerning the Employee Recruitment System in Universitas Terbuka. Procurement includes planning, the announcement of vacancies, application, selection, the announcement of selection results, appointment of civil servant candidates, and probationary period for civil servant candidates, as well as appointment as civil servants. Meanwhile, the involvement of non-UT academic staff in the study programmes as module writers, tutors, and mentors is regulated in the guidelines on Academic Staff Evaluation Selection Procedures. UT HR recruitment, selection, and placement are all announced transparently on the website, accessible to the public.

Each lecturer is required to have teaching competence. To ensure these competencies when selecting lecturer admissions, a micro-teaching exam is carried out. Besides that, young lecturers who have passed the selection are also equipped with pedagogical skills. For example, through Instructional Techniques Training, training on developing teaching materials, training on developing learning evaluation materials, and training on organizing online tutorials. Professional Development Unit, facilitating lecturers to obtain various certifications according to their field of knowledge. These trainings are conducted periodically to update adjustments in terms of regulations and scientific developments, as well as refreshments for all lecturers. In addition, UT also organizes training for all tutors before they are assigned to become tutors. Only tutors pass tutor training.

UT also encourages lecturers to present their research in the field of distance education in conferences such as the Asian Association of Open Universities (AAOU) Conference, The International Conference on Innovation in Open and Distance Learning (INNODEL), and The International Council for Open and Distance Education (ICDE) Conference. The university provides full fees for qualified lecturers to attend national and international conferences.

UT has an Employee Information System which records lecturer information regarding education, rank, structural & functional positions, training, seminars, areas of expertise, competency certification, aptitude courses) and awards.

UT also encourages lecturers to continue their studies to the doctoral level by providing study fees in accordance with the programme. In addition to efforts to improve formal educational qualifications, the faculty also encourages the improvement of lecturers' functional positions. Increasing the competence of lecturers in carrying out Tri Dharma Perguruan Tinggi (Education, Research and Community services) activities is expected to be linearly related to the increase in lecturer functional positions. For this reason, UT seeks to assist lecturers in improving their ability to carry out the Tri Dharma of Higher Education, especially in research and publications, by providing research funds, funds to participate in national and international

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<sup>23</sup> Regulation of the Head of the State Personnel Agency 14/2018 concerning Technical Guidelines for Civil Servant Procurement and Universitas Terbuka Rector Decree No. 1623/UN31/KEP/2015

seminars, facilitating article translation and proofreading, and journal publishing reimbursement costs through funding schemes arranged by UT. In addition, efforts to increase the competence of lecturers in the field of research are carried out, such as mentoring, writing clinics and journal articles, and training.

Along with the development of Information and Communication Technology, various activities have begun to be carried out online. This has been applied in the education system. The only state university that has implemented a fully online learning system is Universitas Terbuka. As a benchmark for distance learning, UT is often used as a reference for other universities and institutions to conduct comparative studies and various collaborations related to online learning systems, one of which is related to the Independent Course Programme.

UT has offered the Independent Course Programme starting from 2015. The faculty selects, sorts, and develops courses recognised by all state-owned study programmes throughout Indonesia. This programme is for people who want to deepen their knowledge and insight according to their needs/interests. Participants can take courses of interest without being tied to a particular study programme or faculty.

### *Practical business experience of faculty*

In addition to carrying out the primary duties of Tri Dharma (Teaching, Research, and Community Service), several permanent lecturers in the **Law Study Programme** also work outside of lecturers, such as being a designer of regional regulations. There are also editors in online newspapers. But it is not only the permanent lecturers in the Law Study Programme with professions/businesses besides lecturing, part-time lecturers/tutors also have other professions, such as lawyers/legal advisors, notaries, mediators, judges, prosecutors, and legal analysts at several ministries and some even work outside the legal field, such as having a business (entrepreneur), being a motivator, book writer, and some even become business owners of courses or tutoring.

In organising the learning process, the **Faculty of Economics** involves tutors (part-time lecturers) from various backgrounds, including practitioners relevant to each study programme's scientific fields. The tutors have special qualifications in their fields and practical experience integrated into the courses they teach — for example, tutors from the Ministry of Finance, Local Government and the banking sector.

### *Internal cooperation*

#### **For all programmes:**

Coordination and collaboration between lecturers is carried out through study programme meeting forums which are held periodically every two months. In the forum, discussion of work programmes, targets, achievements, and division of lecturers' tasks is carried out. In addition, it is also explained that assignments include research assignments, community service, and other assignments from the university. In addition, there are scientific forums that discuss the latest topics in their respective fields. In addition, the science field forum also discusses content that needs to be added or updated for each subject in the science cluster and proposes revisions if there is overlapping between courses.

To ensure that there is no overlapping course content, a joint meeting is held at the beginning of the new academic year, which discusses courses that can be used as joint courses to avoid overlapping course material.



### Student support by the faculty

As stated earlier, services at UT are organized collectively to provide support services to students of the **Faculty of Economics** in collaboration with support units, especially UPBJJ. Support services to help student success include consulting services for selecting study programmes. This service is mainly carried out at the UPBJJ office. Prospective students can consult with lecturers at UPBJJ.

In addition, academic consultation is also provided for students. Students can directly consult with lecturers at UPBJJ or through student group forums. Most UT students are already working, so student consultations are usually carried out on Saturdays and Sundays. UT provides a means for students to consult in the academic field through chat and message features in e-learning. Students can ask questions at any time to lecturers related to academic and learning journeys. Each study programme has various media to communicate with students, such as WAG, telegram, and hallo ut. Students in each study programme also have the opportunity to participate in various competitions that lecturers accompany according to their fields of expertise.

Students are instructed on how to practice making a study schedule, how to apply effective learning methods, how to access UT Online, how to access online tutorials and how to prepare for the final semester exam.

As a form of student service for academic and non-academic counseling services, every month the **Law Study Programme** organises Student Talk through Prodi greeting. Students can contact lecturers through private messages in various communication media for psychological services. To help students who excel but have obstacles in study costs, various efforts and cooperation with partners from government agencies (central and regional), private institutions, and social community organizations in terms of providing scholarships or study assistance.

To support students in developing their potential and add scientific insights, character building, and skills, UT supports students through development of soft skills, student interests, and talents. Some activities are leadership training, public speaking training, entrepreneurship training, Digital Marketing training, article writing, journalism, photography, entrepreneurship, and choir.

### Student Support in Distance Learning

#### **For all programmes:**

According to AAOU (2010), learner support refers to all variables relating to tutorial and learning services to ensure that students' learning processes are facilitated and their needs are met. Learners are supported by the provision of a range of opportunities for real two-way communication through the use of various forms of technology for tutoring at a distance; contact tutoring, assignment tutoring, mentoring, counselling, and the encouragement of peer support structures. In its current QA framework, AAOU (2010) has revised the QA criteria for learner support areas into two sub-components – tutorial and counselling.

- Sub-component tutorial: Tutorial support for distance learners is different from conventional teaching. Tutoring modes either include face-to-face contact or involve media for tutorial support such as radio, audio cassette, telephone, television, video, video conferencing and computer-mediated instruction. Tutorials can be crucial services for helping students to develop study skills, to master concepts and to support student success.

- Sub-component counselling: Counselling support covers the various aspects of guidance and advising. With regard to the current trends of using online services, counselling services also include several ways to improve communication and interaction skills to promote network and community building. To facilitate the application, a number of the best practices have been set. Students can choose face-to-face or online tutorials. Most students choose online tutorials. From year to year the number of online tutorial participants continues to increase. Student activity in online tutorials has also increased from time to time.

## Appraisal:

Course materials have been created and supplied by qualified authors. The ongoing support of the students is ensured by tutors. In the periods requiring personal attendance (if such periods are part of the didactical concept of the study programme), a sufficient number of lecturers is available, guaranteeing a proper teaching and learning process.

The faculty's composition, consisting of full-time and external, not permanently employed, part-time lecturers, does not guarantee that both the academic standards and the requirements of professional practice are fully satisfied. The ratio of faculty to external tutors is very low (1 to 10 in three of the programmes). Although the factor that the tutors merely supplement the written teaching material is taken into account, the panel learnt during the site visit that the tutors have freedom to design the face-to-face/online teaching and that they usually give 30 % of the overall grade for each course. Only a very small proportion of tutorials are held by employed faculty. External lecturers also assess the assignment (Karil) as part of the final examination. Therefore, the panel comes to the conclusion that the structure and number of the faculty do not fully correspond to the programme requirements. In view of the high number of students and also with regard to future growth, a balance between internal and external faculty should be ensured. **Therefore, the panel recommends the following condition:**

**The University ensures that the quality of teaching and supervision is not jeopardised by the high level of staff externalisation by providing a structured plan to substantially increase the ratio of faculty to students so that the students reach the intended qualification objectives by being supervised/taught by by faculty proportionally.**

Universitas Terbuka verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. During the site visit the panel formed the impression that there is regular exchange and coordination with the regional offices located all over the country.

Student support is an integral part of the services provided by the faculty. Here mostly online media are applied. Tutors contribute to the task of counselling and information.

	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		

## 4.2 Programme management

### For all programmes:

As an integral part of an HEI organizational structure regulated by the National Education Law and Permendikbud, the UT Programmes, since the opening of these programmes, has been formally managed by a head of the study programme. The Head of the Study Programme is a person who is responsible for the implementation of the study programme he or she leads; the Head of the Study Programme is responsible to the head of the academic implementation unit under him or her; and the Rector appoints them on the proposal of the head of the academic implementation unit under it. The term of office for the head of the programme is four years and is democratically elected through an open election system that is tiered from recruitment of candidates who must meet administrative requirements to competency selection by an appointed task force.

The primary duties and functions of the Head of the Study Programme are:

- Preparing a work programme plan as a working guideline based on the strategic plan and based on the vision and mission;
- Coordinating the activities of organizing the Tri Dharma of Higher Education at the study programme level.
- Developing cooperation with external parties/stakeholders;
- Monitoring the performance load of lecturers periodically per semester and reporting to the head of the department;
- Monitoring and evaluating the continuity of the lecture process at the study programme level to improve quality and report to the Head of the Department;
- Fostering student activities in the study programme environment;
- Coordinating academic supervisors, practical work supervisors and final project supervisors and reporting them to the head of study programme (some go directly to the Dean);
- Coordinating with units under his or her authority;

- Preparing an annual report on the activities of the department as accountability for the implementation of duties;
- Carrying out other tasks given by superiors (Dean, Vice Dean, Head of Department).

In carrying out the duties, the Head of the **Law Study Programme** is assisted by the Secretary of the Law Study Programme and law lecturers whose positions are under the direct control of the Head of the Study Programme. The coordination process between the management of the study programme and the managers of other study programmes in the faculty is organised through a coordination mechanism led by the superiors of the Law Study Programme, namely: Head of Department, Vice Deans and the Dean of FHISIP UT. The main task of the Head of the Department is similar to the Head of the Study Programme; the difference is the scope of work. But in general, it is similar, namely related to implementing the Tri Dharma of Higher Education: planning lecture activities, preparing work programmes, coordinating all lecture needs such as the provision of facilities and infrastructure, and evaluating the study programme management system. So that the responsibilities of the Head of the Study Programme include planning, organizing, supervising, and evaluating the resources owned in the Study Programme, such as:

- Implementing academic policies and educational quality standards that have been determined;
- Compiling and designing the Strategic Plan (Strategic Plan) or also called the department work programme;
- Coordinating the implementation of the Tri Dharma of Higher Education;
- Developing the activities of the Tri Dharma of Higher Education;
- Establishing cooperation with other parties both at home and abroad;
- Monitoring and evaluating learning activities at the department level;
- Reporting activities to the Dean.

The indicator that the study programme is running properly and smoothly is if the study programme has been able to obtain "A" accreditation from the National Accreditation Board for Higher Education. Several performance indicators are shown below:

- Percentage of the number of recruits that can be fulfilled promptly
- Employee satisfaction score.
- Employee absenteeism rate.
- Total profit-productivity per employee
- Amount of on-the-job training
- Average employee competency score
- The success indicators of research are divided into two, namely, process indicators and outcome indicators. Process indicators are control data used as a reference during learning, taken through an observation sheet. This quality is characterized by an increase in students' physical, mental, and social activeness.
- Clarity of criteria and indicators of learning success will clarify the targets in each stage of learning but also increase teacher accountability. Ideally, every teacher and principal

can develop criteria and indicators of learning success in accordance with their respective fields of work.

- Clarity of criteria and indicators of the success of community service.

Improving the career progression of UT HR, both lecturers and education personnel, must be supported by increasing competence. An organised competency improvement focuses on academic, managerial, and technical fields. In the managerial field, lecturers and education personnel are given competency improvement to improve their performance in carrying out daily tasks. In addition, UT needs to carry out competency improvement systematically to ensure leadership continuity at UT. Meanwhile increasing competence in the technical field is intended for education personnel related to the operational implementation of PTJJ.

To support the success of the learning process for students at UT, the administrative staff is tasked with managing and serving students from registration, to course registration, and until students graduate. Administrative staff also assist and support lecturers in carrying out the tridharma of higher education, namely teaching, research, and community service. And to support the improvement of the qualifications of qualified education personnel or administrative staff, UT regularly monitors and evaluates the performance of the administrative staff and awards outstanding education personnel.

Lecturers assist in implementing the duties of the Head of the Study Programme in the Study Programme and faculty academic staff.

In the **Faculty of Economics** (Accounting, Management and Development Economics programmes) the Head of the Study Programme is assisted by three coordinators who help coordinate the development of teaching materials, examination materials, and tutorials. In organizing academic administration services, the Study Programme works with UPBJJ, the Bureau of General Administration and Student Affairs, and the coordinator of FE's Academic Administration and Student Affairs. For example, new student admissions and course registration are carried out at UPBJJ. Students can consult about course selection with lecturers at UPBJJ or lecturers at the head office.

In developing printed and non-printed teaching materials, they collaborate with the Multimedia Production Center to process masters of printed and non-printed teaching materials. Meanwhile, teaching materials are distributed to students by the Teaching Material Service Centre. The implementation of tutorials is carried out in collaboration with the Learning Assistance Centre and UPBJJ. In contrast, the Final Semester Examination implementation is carried out in collaboration with the Testing Centre and the Information and Technology Technical Management Unit.

### **For all programmes:**

Academic Guidance Services include consultation regarding learning strategies, how to study, study programme selection, course selection, and consultation about TAP. Students who need academic guidance can contact the relevant faculty or academic staff at UPBJJ-UT by mail, telephone, email, or come in directly. In addition, students can ask for help at the UT Online Community Forum or access UT via the address on the Online Learning Services menu by selecting Online Tutorials.

UT also provides counselling service facilities and accessibility to prospective students and already registered students. Through online and offline mechanisms, candidates and students can utilise UT counselling services for their academic and administrative student affairs.

Through the *Hallo UT* contact centre transmission, the front desk of the UPBJJ-UT Student Services work unit, the UT Central Office, or the Head of the Study Programme, candidates and students can come in or contact the counselling authority to consult about various study issues in their respective study programmes.

Administrative services for all students are mainly carried out at UPBJJ, which include admissions, course registration, recognition of prior learning, tutorials, and examinations. New students complete registration and course registration independently online. Students can consult with lecturers at UPBJJ in regards to which courses they should select or be guided by the catalogue accessed through the UT website. Students can apply for credit transfer for courses taken previously. Credit transfer applications are made online. Lecturers in each study programme conduct a credit transfer analysis to decide which courses are accepted. UPBJJ and the faculty assign educational staff to handle student registration and credit transfer. At the Faculty level, the Head of the Education Administration subdivision coordinates education personnel who serve registration and credit transfer.

The teaching material service centre, in collaboration with UPBJJ, carries out administrative services related to the distribution of teaching materials. Tutors are recruited by UPBJJ and validated by the Head of the Study Programme. The Learning Assistance Centre coordinates tutorials' implementation. The faculty carries out online tutorial organisers, while UPBJJ carries out face-to-face tutorials and webinar tutorials. The study programme carries out recruitment and training of Online Tutorial Tutors. Each course instructor creates a master class. Furthermore, the Learning Assistance Centre duplicates the master class and registers students into classes according to the registered courses.

The Vice Rector coordinates the implementation of the Final Semester Examination for Information Systems and Student Affairs. The Testing Centre coordinates the preparation of the UAS script. The implementation of written and online exams is carried out at UPBJJ. Final examination monitoring is coordinated by the Education Quality Assurance and Development Institute by assigning the Study Programme lecturers. Information about registration, distribution of teaching materials, tutorials, and exams is published through the catalogue. Students also get information about registered courses and Exam Participant Cards via email. Information about tutorials is conveyed to students via SMS/WhatsApp, and then students are informed about activating and confirming online tutorials.

## Appraisal:

Universitas Terbuka assigned programme directors to the programmes/faculties who coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly.

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

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

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

### 4.3 Cooperation and partnerships

#### Cooperation with HEIs and other academic institutions or networks

##### **For all programmes:**

Universitas Terbuka has cooperated with AAOU (Asian Association of Open Universities), an international partner of ICDE (International Council for Distance Education). This cooperation is an opportunity for Universitas Terbuka to cooperate internationally, making UT's recognized internationally. The ICDE and AAOU communities, with internationalisation and networking opportunities, connect their members internationally and through strong partnerships with other international and regional organizations to facilitate knowledge exchange and international collaborative opportunities. UT's inclusion in ICDE makes it easier for UT to collaborate with other open universities in several countries, namely Brazil, Australia, Africa, Europe, New Zealand, Norway, France, and Asia. At the international level, UT also receives quality reviews from The International Council for Open and Distance Education (ICDE) every three years in terms of UT's academic activities and learning assistance services.

The **Law Study programme** also collaborates with various overseas institutions. Through these partnerships, there are opportunities to exchange academic publications and information such as seminars, symposiums, and conferences at the international level, as well as collaborative research programme development and joint research.

To improve the quality of the Universitas Terbuka Law Study Programme, the programme implements cooperation agreements cooperations with partners from 31 Legal Aid Institutions, the Ministry of Law and Human Rights, the Indonesian Migrant Workers Union, the National Research and Innovation Agency and other institutional partners.

In order to increase student participation, the University strives to improve cooperation with partners. Cooperation procedures carried out in the faculty under the coordination of the Vice Chancellor IV. The **Faculty of Economics** collaborates with several domestic institutions to provide scholarship funds: Bank Central Asia- Jakarta; PT Tempo Inti Media Harian; PT. Bank Tabungan Pensiunan Nasional Syariah (BTPN Syariah); Matahari Department Store Tbk. FE UT also collaborates with domestic universities to collaborate on the implementation of the tri dharma of higher education such as the Faculty of Economics and Business, *Universitas Hasanuddin, Faculty of Economics and Business, Universitas Mercu Buana, Faculty of Economics and Business, Universitas Muhammadiyah Pekajangan Pekalongan, Faculty of Economics and Business Universitas Pancasila, Sekolah Tinggi Pariwisata Sahid, Trisakti School of Management, Universitas Negeri Jakarta, PPM Management, Faculty of Economics and Business Universitas Muhammadiyah Magelang, Faculty of Economics Universitas Jember, Universitas Islam Negeri Alaudin Makassar, Politeknik Negeri Ujung Pandang, Faculty of*

*economics Pasir Pengairan, Faculty of Economics and Business, Universitas Gunung Jati Swadaya Cirebon, STIE Sakti Alam Kerinci, STIE Kasih Bangsa, STIE Indonesia.*

The involvement of the UT Faculty of Economics is related to UT's cooperation with foreign parties so far it is still under coordination with Vice Rector such as with Open Universities in countries in Southeast Asia in the field of research, organising educational programmes. The Faculty of Economics is also exploring collaborations with Malaysia, namely with Universiti Malaya, University of Technology Mara (UiTM), and University Science Malaysia.

The implementation of cooperation at UT is regulated through cooperation standards through the Cooperation quality assurance system guidelines. UT cooperation is classified into the following six types:

- **Scholarship Cooperation** is related to tuition assistance in the form of scholarships or exemption from study fees, direct and indirect, full and partial, and routine and incidental. A direct scholarship provides scholarships or tuition assistance delivered directly by partners to scholarship-recipient students studying at UT. An indirect scholarship is the provision of educational scholarships whose tuition fees are delivered by partners of UT. A whole Scholarship is a scholarship or study aid given to students every semester for the entire semester package. For the Bachelor / Diploma IV Programme this is for at least eight semesters and four semesters for the Master's Programme. Incidental Scholarships are scholarships or study assistance provided only in certain semesters.
- **Cooperation Programme service** support includes recruitment and management of students; provision of resources, either in the form of facilities/infrastructure or human resources for socialization activities, registration, tuition fee transactions, curriculum development/teaching materials/learning media, guidance/tutorial/practice/practicum, coaching, student self-development, and assessment.
- **Cooperation Implementation** of joint UT programmes with other universities, such as twinning programmes, joint degrees, double degrees, taking some UT courses at other universities such as in the Independent Course Programme.
- **Cooperation in Research**, publication, and community service.
- **Cooperation in human resource development** (HR) related to education, apprenticeship, and training of lecturers and administrative staff.
- **Income Diversification Cooperation** in the form of asset and business utilisation.
- Other cooperations

### Cooperation with business enterprises and other organisations

The **Law Study Programme** has cooperation partnerships with 30 domestic companies/organizations. These comprise legal aid institutions as well as state-owned companies like *Garuda Airways*. The benefits of cooperation are providing ticket services for Corporate Account flights, cargo services, charters, and other mutually beneficial cooperation.

In particular, the UT Law Study Programme has cooperated with several banking companies, such as *Bank Rakyat Indonesia*, *Bank Mandiri*, and *Bank Tabungan Negara*. The three banks also provide a number of scholarships for UT students.



Collaboration with the business world of industry is carried out mainly to improve the quality of learning. Currently, the **Accounting Study Programme** has a collaboration with the Indonesian Institute of Accountants (IAI) and the Public Accounting Firm for organising seminars and internships. The **Management Study Programme** is initiating collaboration with several companies to be used as student internships. UT collaborates with the Competent Indonesian National Movement (Gerakan Nasional Indonesia Kompeten-GNIK) with the scope of activities: (1) Soft Skills Improvement Program for UT students, (2) student apprenticeships in industry, and (3) GNIK program on campus.

Meanwhile, the **Development Economics Study Programme** is initiating cooperation with the local government as a place for student practice and internships. In addition, the study programmes at the Faculty of Economics also collaborate with Village Owned Enterprises (Bumdes) as a place of community service. The Faculty of Economics also collaborates with the Indonesian Information and Communication Technology Creative Industry Society, the Association of Economics and Business Research Lecturers, and the Association of Indonesian Faculty of Economics and Business.

**Appraisal:**

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

The panel acknowledges the university's efforts to intensify international cooperation. Overall, however, there is potential for improvement in this area (see Condition Chapter 1,2). The panel therefore **recommends** that the University increases the number of international collaborations and the resulting activities, i.e. to intensify stays abroad.

		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

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

#### **For all programmes:**

UT provides facilities to support the learning process, research activities and community service that can be used collectively by the academic community, both within the UT Center and UPBJJ-UT in the regions. In addition to the infrastructure, there are several facilities that can be used by students, including:

Table 22: Facilities to Support the Learning Process

No	Application Name	Description
1	Student Record System (SRS)	Application for student personal data administration, exam scores, credit transfer, and practicum
2	Dashboard Sipelapor	Information system that contains student, lecturer, and general administration data
3	Sistem Informasi Akademik (SIA)	Student registration system
4	Contact Center	Student complaints and inquiries
5	Sistem Informasi Bahan Ajar	Teaching Material Management
6	Sistem Informasi Tiras dan Transaksi Bahan Ajar (SITTA)	Distribution of teaching materials
7	Bank Soal dan Pencetakan Naskah Ujian	Preparation of question papers, assembly, printing, and distribution of exam questions
8	Tutorial Online/Praton	Tutorials and practicum
9	Sistem Informasi Ijazah dan Wisuda	Diploma Management
10	Perpustakaan Digital	Library Services
11	Ruang Baca Virtual	Module Service
12	UT Open Courseware	Moocs, PPB
13	UT TV	Video/TV learning
14	UT Radio	Learning through radio
15	Aplikasi Bimbingan Prelium	Qualification exam guidance for doctoral students

The learning facilities at UT include furniture, educational equipment, educational media, books or teaching materials, and public facilities.

The adjustment of UT facilities and infrastructure standards based on the tasks mandated by the government to UT includes UT's contribution to accelerating the increase in the Gross Participation Rate of higher education, establishing UT's role as a Cyber University, and providing UT facilities/support to universities and other institutions in the implementation of distance education.

Educational facilities are used for academic and non-academic activities in the form of print and non-print media production studios. ICT facilities and infrastructure are managed by the Information and Communication Technology Technical Implementation Unit. UT's printing machine is used to print documents and exam questions. To manage teaching materials, UT

has a warehouse space for teaching materials with an area of about 5,000 meters, complete with equipment such as a forklift. To manage more than 1,250,000 answer sheets for each exam, UT has a Testing Centre with computers integrated with scanners. Each lecturer has their own office space and has one computer connected to the internet to provide student services and for self-development. UT is also equipped with a physical and digital library. In addition, UT also collaborates with other institutions to use classrooms for exam rooms and tutorials, as well as laboratory space.

Providing facilities for the community and academic community with special needs is still being developed as part of the distinctiveness of the inclusivity of education provided by UT. For visually impaired students, UT develops audio teaching materials. In the last three years, UT has increased investment in facilities and infrastructure, which shows UT is trying to improve service quality convincingly.

UT facilities and infrastructure have distinctive characteristics based on the facilities and Infrastructure Standard. The facilities and infrastructure owned by UT at UT Center and the 39 UPBJJ-UT are complete and maintained to provide adequate learning services. Facilities at UT Center, especially the Faculty of Economics building, consist of (1) workspaces (Dean, Vice Deans, Head of Administration, Head of Subdivision, Heads of Department, Heads of Study Programmes, Lecturers, and Education Staff), (2) meeting rooms, (3) guest rooms, (4) student service rooms, (5) prayer rooms, (6) toilets, (7) kitchens, (8) dining rooms, (9) archive rooms, and (10) warehouses. The meeting rooms, guest rooms, student service rooms, prayer rooms, toilets, kitchens, dining rooms, archive rooms, and warehouses are shared with other study programmes at the Faculty of Economics. Study programme manager workspaces, lecturer rooms, and classrooms as well as Internet access are also available.

Facilities at UPBJJ-UT that are used for all existing study programmes include (1) lecturer workspaces, (2) face-to-face tutorial rooms, (3) online exam rooms, (4) student service rooms, (5) learning resource rooms, (6) teaching material warehouses, (7) server rooms and generators, and (8) teaching material warehouses.

The infrastructure used by FE lecturers at the UT Centre includes (1) a work desk with drawers, (2) a work chair, (3) a document cabinet, (4) a PC with internet access, (5) a telephone set and (6) a printer. The infrastructure used by study programmes in FE includes a PC equipped with turn-it-in, a photocopier, a color printer, and InFocus. The infrastructure used by study programmes at the UT Central Faculty of Economics includes video conferences. The infrastructure used by study programmes at UPBJJ-UT and other study programmes includes video conference,

UT provides a learning resource room at each UPBJJ which students can use to access various online learning resources and as a place to conduct group work/discussion. UT also provides an online exam room at each UPBJJ to facilitate students taking online exams. UT collaborates with other partners/agencies for learning services and for conducting examinations for all study programmes. Asset utilization cooperation is in the form of providing face-to-face tutorial rooms, face-to-face exam rooms, online exam rooms and equipment, and practical/practicum rooms. To build closeness and expand the reach of UT services to students, UT established the UT Service Point SALUT that is equipped with some computer devices to provide online learning access to students. As of 2022, there are 71 SALUT Cooperations, namely in Palembang (Lahat & Lubuklinggau), Lampung (Lampung Timur, Tanggamus, Way Tuba, Way Kanan, Pringsewu, Tulang Bawang), Serang (Taktakan,

Malingping, Kragilan, Cipocok Jaya, Ciracas), Jakarta (East Jakarta), Bandung (Baleendah), Bogor (Cibinong), Semarang (Pekalongan), Samarinda (Balikpapan), and Ambon (Tual & Saumlaki).

### Access to literature

#### **For all programmes:**

UT has a learning process that emphasises independent learning of students by utilising teaching materials in printed and/or digital form specifically designed for independent learning. There are also non-print teaching materials, such as video, audio, computer-assisted instruction and multimedia. In addition, UT provides learning assistance services that students in need can utilise; for example: organising face-to-face tutorials, online tutorials, webinar-based tutorials (Tuweb), radio tutorials, and television tutorials, and providing various other open learning resources (or called non-print teaching materials). Digital materials are provided in the Virtual Reading Room of the UT Digital Library page which contains full-text learning materials. Digital teaching materials can be accessed for free via mobile devices (smartphones and tablets) with the google playstore application. Meanwhile Multi Media Teaching Materials are provided on YouTube, which can be accessed under the name "Universitas Terbuka-TV." Students can also utilise enrichment teaching materials on the Universitas Terbuka Open Learning Resources page. These are Online-Based Enrichment Materials which contain material enrichment programmes that can be accessed online. Students can also access various learning materials by coming directly to the library at the UT Center/Learning Resource Room at UPBJJ-UT or accessing the digital library through the webpage.

Students can utilise various learning assistance services through media tutorials, such as online tutorials, webinar-based tutorials, radio tutorials, and television tutorials. The website is also used for an independent practicum called Dry Lab (Dry Laboratory). This practicum is carried out virtually by computer simulation—webinar tutorials where tutors can communicate directly (synchronously) with students. Online and webinar tutorials can be participated in using laptops, iPads, and mobile phones. Radio tutorial programmes that have been broadcast can be followed again by students on the UT website through UT-Radio and television tutorials through UT TV. The number of library materials in the form of textbooks, journals (journal names with complete volumes and numbers), and proceedings (within the last three years) relevant to the field of study programmes owned or subscribed to by the university is listed in the following table.

UT students also have the opportunity to access library resources from the websites of nearby institutions or universities that provide library materials for reading and/or borrowing to UT faculty, education staff, and students. The UT Library periodically updates the library collection by sending a list of the latest books to the Heads of Study Programmes who decide which titles to purchase.

In terms of accessing literature, the **Law Study Programme** of FHSIP-UT, through the Library Service Center, has library resources in the form of texts, journals and proceedings (within the last three years) that are relevant to the field of study programmes owned or subscribed by the university.

**Table 23: Type of Literature of the Law Study Programme**

No.	Type of Literature	Printed	Electronic
1.	Textbooks	1296	180
2.	Journals	42	251
3.	Proceedings	9	-
	Total	1347	431

The programmes of the **Faculty of Economics** can access the following literature:

**Table 24: Literature of the programmes of the Faculty of Economics**

No.	Literature type	Printed	Electronic
(1)	(2)	(3)	(4)
1	Textbooks	2,623	11,650
2	Journals (national and international)	450	18
3	Proceedings	16	8
<b>Total</b>		3,089	11,676

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. Access to the internet through laptops via wireless LAN is provided free of charge. The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

Services for adequate support of the participants are documented. The requirements for students' workstation at home are listed (e.g. technical IT-equipment).

The library is accessible 24/7 as all material is online. Access to relevant digital media is available from the students' home. There is a high number of regional offices and centres that provide electronic facilities to students with no or limited internet access. Qualified library staff is available to advise students. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the online library and also kept up to date.

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

## 4.5 Additional services

### Career counselling, placement service and Alumni Activities

#### For all programmes:

Until five years ago, most students were already working, so the need for a career service center was not felt at that time. However, over time, the composition of students has changed with more and students from high school/equivalent have registered. Therefore, career services are now needed that provide job vacancy information that all students and alumni can access. The Vice-Rector currently coordinates this career service for Information Systems and Student Affairs. The study programme's efforts to find workplaces for prospective graduates and alumni are as follows.

**Table 25: Information on Employment Opportunities**

No.	Activity	Description
(1)	(2)	(3)
1	Providing information on employment opportunities	The Study Programmes provides information on job vacancies that can be accessed by all students and alumni at: 1. UT career center page on the UT website: <a href="https://www.ut.ac.id/pusatkarir/">https://www.ut.ac.id/pusatkarir/</a> . On this page students and graduates can find opportunities to work in various public/private institutions 2. Information boards at UPBJJ-UT offices 3. UT social media such as: Facebook, Twitter, Instagram
2	The establishment of a forum for compiling information on employment opportunities	The establishment of a forum for compiling information on employment opportunities has been sought so that it can be accessed by UT students and graduates anytime and anywhere. Forums that have been used by graduates include: 1. UT career list which can be accessed 2. Universitas Terbuka Alumni Association (IKA-UT) which can be accessed at <a href="https://www.ut.ac.id/alumni">https://www.ut.ac.id/alumni</a> 3. Forums for cooperation carried out by the UT Regional Office (UPBJJ-UT) 4. Career information links

Information in the UT career centre page on the UT website is provided from various sectors. For example, information on prospective civil servant positions is provided by the Legal, Cooperation Administration, and Personnel section; information on the need for accounting tutors is provided by the study programme through the Deputy Dean for Student Affairs and Cooperation at the Faculty of Economics to the Center for the Development of International Relations and Partnerships.

The **UT alumni organisation**, called the Universitas Terbuka Alumni Association (IKA- UT), was established in 1990. Every graduate of the Accounting Study Programme will be registered as a member of IKA-UT.

The IKA UT Association aims to:

- Participate in national development and improve the quality of human resources as a whole;
- Maintain and develop the Tri Dharma of Higher Education for the benefit of National Development;
- Provide input to Universitas Terbuka to develop the alma mater in accordance with its mission;
- Maintain, defend, and uphold the good name of Universitas Terbuka; and
- Foster friendship and unity and increase the sense of kinship between Universitas Terbuka Alumni.

These alumni activities are planned, take place regularly, and are actively carried out by the Central IKA management and IKA regional administrators in 34 UPBJJ-UT. To carry out these activities, IKA-UT has sufficient human resources.

IKA UT also supports UT study programmes through various activities as follows.

1. **Improving the Learning Process:** The alumni can provide views and input through suggestions that are useful for the development of the study programme. The study programmes periodically conduct curriculum reanalysis. One of the considerations in reanalysing the curriculum is the results of the tracer studies that are carried out annually. In addition, to enriching comparative studies related to an ideal curriculum at the time of curriculum reanalysis, they invites students, alumni (IKA UT), users, all lecturers of the study programme, association administrators, academics from other universities, and experts to contribute.
2. **Fundraising:** The role of alumni for Universitas Terbuka, in particular, is very important, especially in fundraising. The funds collected by the Universitas Terbuka Alumni Association (IKA-UT) are mostly used to provide scholarships to younger students who excel academically and non-academically through the Disperseni route.
3. **Job Information:** All job information obtained from IKA-UT is collected in one place that can be accessed by the academic community centrally on the UT career page. In addition, UT also collaborates with partners to provide information on job vacancies at the partners'.
4. **Networking:** Through IKA-UT, Universitas Terbuka builds networks in both the private and government sectors. One of the strategies carried out by IKA-UT is to look for its best graduates, those who are seen to have a major influence on the development of Indonesia, to hold positions as chairman of IKA-UT. The goal is that the existence of UT, especially its Study Programmes, will increasingly make a real contribution to Indonesia.
5. **The alumni's involvement is more likely to occur in community service activities, providing scholarships, managing the active student learning process and disseminating information, and socialising study programs.** Alumni organizations have been formed at the head office and in several provinces.
6. **Alumni have developed an application to collect alumni data that is easily accessible by alumni and socialised among alumni throughout the region.** Alumni activities

include social activities, religious activities, blood donations, seminars, student assistance, legal assistance, providing career information, scholarships, and entrepreneurial assistance.

The **Law Study Programme** and the university do not have special career centre services for students but have learning consulting services whose multi-dimensional service spectrum covers various matters of learning and student life environment, including building LinkedIn, motivation to learn and work, and counselling related to learning & work skills at the internship site. Career centre services in the Law Study Programme or at the university level are relevant because 85 % of UT students, including Law Study Programme students, have worked in public and private institutions and other sectors.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources. The panel welcomes the online platform for the programmes at the Faculty of Economics where students are offered many job opportunities. However, there is no adequate platform for the Law study programme. Therefore, the panel **recommends** the University to ensure that a Career Platform is introduced for students of the Law Study Programme.

An alumni organisation has been set up with the aim of developing an alumni network.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

## 4.6 Financing of the study programme

Universitas Terbuka is designed with affordable study fees, considering the purpose of Universitas Terbuka is to provide the widest possible access to higher education for the people of Indonesia, especially those who cannot be reached by Face-to-Face Universities, namely Indonesian people who live in 3T areas (outermost, foremost, left behind).

The registration fee for new **Law Study Programme** students is IDR 150,000. After registering, students must register for courses. UT tuition depends on the service scheme chosen by Law students, namely the semester package system service scheme or the per credit scheme. With these various services, it is hoped that flexibility can be provided in the number of courses taken by students per semester, according to the availability of costs and time of the students concerned.

UT's financial management system is centralised under the coordination of the University, namely the Vice Rector for Finance and General Affairs. UT's revenue comes from the State Budget from the Ministry of Education, Culture, Research, and Technology. It consists of two sources, namely Pure Rupiah and Non-Tax State Revenue. Pure Rupiah revenue is mainly received for employee salary payments and maintenance of infrastructure. The remaining



revenue comes from students and UT business results. Revenue from students comes from the payment of tuition fees. Revenue from business results includes revenue from seminars, organising certification programmes, online bookstores, banking services, organising training, service revenue for utilising UT assets, and other services. Until now, most of UT's revenue has come from student tuition fees. **Management, Accounting, and Development Economics** students account for 26 % of UT students. Therefore, the study programmes are very important to maintaining the stability of UT's revenue.

**Appraisal:**

The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme. As UT's revenue mainly comes from the State Budget from the Ministry of Education, Culture, Research, and Technology it is ensured that students can complete their studies.

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

## 5. Quality assurance and documentation

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

#### **For all programmes:**

The procedures, mechanisms and the processes of QA are uniform across study programmes, regional offices and supporting units. The QA framework is equipped with the quality standard documents, check list forms and follow-up actions. The quality standard documents are prepared by Universitas Terbuka (UT) and implemented in the units related to UT. The quality assurance mechanism is centralised under Universitas Terbuka's Quality Assurance Center. The Center of Quality Assurance is responsible for assuring that the quality measures are secured by the study programme. Due to the wide range of UT's organisational coverage and needing to manage 39 regional offices throughout Indonesia as well as the students who live overseas in more than 22 countries, UT's quality assurance framework is divided into two major aspects: **academic quality assurance** and **management quality assurance**.

The Quality Assurance Center role covers: (1) implementing the development of a quality assurance system; (2) carrying out the preparation of quality assurance system guidelines; (3) performing internal audits of the quality assurance system; (4) coordinating external audits of the quality assurance system; (5) coordinating accreditation/institutional recognition and department accreditation; and (6) controlling the quality assurance system.

UT Quality Assurance Framework systematically adopts the ISO 9001 Quality Management System standard, the Ministry of Education and Culture's National Accreditation Board for Higher Education Standard, the Asian Association of Open Universities Quality Assurance Framework (AAOU QA Framework), and refers to the quality review standard issued by the International Council for Open and Distance Education (ICDE).

UT's Quality Framework was revised in 2012 and incorporated the European Association of Distance Teaching University QA benchmarking standard (EADTU) in 2016. Ten quality areas and 110 quality policies which were formulated as statements of good practice as follows:

1. Policy and planning
2. Human resources
3. Internal management
4. Student and student profile
5. Design and development of educational programs
6. Course design and development
7. Study assistance service
8. Infrastructure, media, and learning resources
9. Student assessment and evaluation
10. Research and community service

The basic guidelines for administering are based on the Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia<sup>24</sup> and the Statute of the Universitas Terbuka (UT) which serves as a guide for planning, programme development, and

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<sup>24</sup> Decree of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 790/KPT/I/2019 dated 3 September 2019

the implementation of functional activities in accordance with the objectives of UT. This UT Statute is a reference for the development of the following academic regulations and operational procedures.

The Education Quality Assurance Center is a quality assurance unit responsible for coordinating the implementation and control of the quality assurance system established by UT. The Universitas Terbuka Rector Regulation<sup>25</sup> states the functions to 1) carry out the development of an education quality assurance system; 2) implement an education quality assurance system; 3) carry out an evaluation of the education quality assurance system; and 4) carry out control of the education quality assurance system.

In developing a quality assurance system, it collaborates with the University Level Quality Assurance Team, which consists of lecturers and education personnel from various faculties and work units, which is an ad hoc team across units. In developing the quality assurance system, the quality assurance work mechanism is carried out as follows:

- It coordinates and facilitates the preparation and updating of quality documents in the form of Guidelines, Work Procedures, and Work Instructions for each activity at UT Center and UPBJJ.
- It coordinates the audit of the implementation of all guidelines, procedures, and work instructions for each activity at UT Center and UPBJJ and reports the results to the Chancellor and related work units for follow-up on audit findings.
- It must socialise quality assurance documents at UT Center and all UPBJJ-UT.
- It proposes internal auditor and lead auditor training periodically to the Professional Development Technical Implementation Unit for auditor capacity building.
- The UT Internal Supervisory Unit coordinates and facilitates quality assurance in the financial sector.

The quality assurance unit performs continuous quality improvement at the UT Central office and UPBJJ. It coordinates all UT quality assurance, including implementing the Institution accreditation process and accreditation, handles quality reviews of implementation by ICDE, International accreditation of study programmes, ISO 9001 Quality Management System Certification, and implementation of internal quality audits. Meanwhile the implementation of quality assurance at the Faculty and Study Programme level is supported by academic and operational service support units which are coordinated by the Unit Leader, who is responsible for document control, and assisted by Quality Control Cluster officers at the Faculty level or Unit Implementation Control Officer at the regional unit level.

The Quality Control Group at UT has the following tasks:

- Formulation of an academic quality policy that is in line with UT's educational quality policy to achieve the academic performance targets of the Faculty / Postgraduate and Study Programme,
- Formulation and development of academic quality standards that are in line with UT quality standards,
- Formulation and revision of academic quality assurance procedures required by the faculty,

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<sup>25</sup> Universitas Terbuka Rector Regulation No. 5 of 2018 Article 6

- Acting as a contact person for the Study Programme with the Education Quality Assurance Center,
- Preparing the Internal Quality Audit of the Faculty / Postgraduate and Study Programme,
- Preparing the Management Review Meeting at the Faculty level,
- Monitor the follow-up of results conducted by the Faculty / Postgraduate and Study Programmes,
- Provide written reports of routine activities to the Dean.

In addition, internal evaluation is also carried out by the Unit in terms of managing the unit's financial management on a sampling basis each year. The Unit also functions as a quality assurance unit for finance and assets in all work units. Thus, according to the self-evaluation of the University, the implementation of Education at UT is meant to be credible, transparent, accountable, responsible, and fair.

UT quality assurance system is an Internal Quality Assurance System which is implemented with the aim of maintaining and improving the quality of higher education in a planned and sustainable manner (continuous improvement). The achievement of these objectives can be measured by the implementation of the vision and mission, as well as meeting the needs of stakeholders/stakeholders of higher education.

UT quality assurance is focused on quality assurance of inputs, processes, outputs, and customer satisfaction in detail:

- Input in Curriculum, Syllabus, Teaching Materials, students, lecturers, education personnel, facilities and infrastructure, environment, budget, documents, regulations, etc.
- Process in academic product development, learning, academic administration activities, academic services, and others.
- Output, in the form of publication results, graduates, and other achievements.
- Customer satisfaction / related parties (stakeholders), which includes the government, students, parents of students, lecturers, education staff, labor market, graduate users, professional organizations, and others.

In accordance with Regulation concerning the Higher Education Quality Assurance System<sup>26</sup>, each university is required to plan, implement, evaluate, control, and develop an Internal Quality Assurance System that refers to the National Higher Education Standards. It includes the availability of quality policy documents, quality manual documents, quality standards, implementation of quality assurance, and monitoring and evaluation. According to their self-evaluation, UT has developed documents that refer to and fulfill the requirements, including developing quality policy documents, manual documents, and standards required. UT has created documents according to the regulations which consist of 24 Standards, eight Education Standards, eight Research Standards and eight Community Service Standards.

UT's quality policy is classified into two main parts: (1) Academic Management which is equipped with eleven work procedures, and (2) Distance Education Management which is equipped with 47 work procedures.

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<sup>26</sup> Permenristekdikti Number 62 of 2016

## Evaluation by students and faculty

### **For all programmes:**

A survey is conducted once a year during the first semester and the results are presented in the management review meeting in the second semester. Determination of the number and distribution of each respondent is based on the target of the average number of students per UPBJJ-UT which is set annually by the Rector.

Student satisfaction instruments are carried out regularly and the data is recorded comprehensively at the end of online tutorial sessions in UT e-learning classes. In addition, the Student Exit Survey and the Student Satisfaction Survey are listed on the website. The survey reports are presented on UT website and are accessible to stakeholders.

The instruments are then analysed using descriptive statistical methods. The results of the survey are useful for decision making and for conducting a review of stakeholders' satisfaction. The survey results are used to evaluate the stakeholders' satisfaction (students, lecturers, education staff) with management services.

The evaluation by students defines a description of the stakeholder satisfaction measurement, which includes: lecturers, education staff and education services that meet the following aspects:

- using satisfactory instruments that are valid, reliable, and easy to use,
- periodic implementation and comprehensive reporting of data,
- analysing with appropriate methods for decision making,
- reviewing the implementation of the student's satisfaction measurement. The results of the satisfaction measurement are followed up for the quality improvement regularly and systematically.

Improvement of the management quality of the study programmes refers to the quality improvement designed by UT. Management quality improvement is carried out based on a system of planning and human resource development based on needs, competencies, and performance. This is done continuously, e.g. by performing a quality audit programme of study. Instruments that audit the quality of learning provided by the System of Guaranteeing the Quality of the UT can be accessed online to check the workload of each course is sufficiently adequate and if the awarded credit points are appropriate. The standard of quality of learning, which is audited, includes several area standards, namely: curriculum, the lecturer in the teaching and learning, assessment of learning outcomes, the learning process, learning resources and final project assignments. The Learning Assistance Center is in charge of managing the face-to-face tutorial monitoring from the Central UT. Students evaluate tutor performance on the application maintained by the centre.

**Lecturers** can collect feedback using a questionnaire that will be distributed to respondents (the students fill in the answers on e-learning). Respondents are asked to choose one of the answers that has been prepared on the electronic questionnaire sheet. The analysis technique in this study uses a Likert scale which is used to determine customer satisfaction in terms of the quality of service that has been provided.

Evaluation activities conducted by all Faculties at UT consist of three parts; 1. Assessment of staff performance, 2. Assessment of employee performance targets, and 3. Assessment of the performance of the respective study programme at the management review meeting.

Assessment of staff work is carried out every month which is implemented in a behavioural meeting. Assessment of employee performance targets assessment is conducted at the end of each semester to assess staff work every six months and the Review Management meetings are conducted annually.

All faculties operate with quality assurance standards. Lecturers and staff are involved in internal audits. The involvement of lecturers and staff in internal audits plays a role in the formation of quality culture.

At the faculty level, the implementation of quality assurance is attached to the heads of departments. In addition, lecturers, staff, and partners were also informed before carrying out the survey. Then, they also obtain information directly from the corresponding e-learning site. This refers to the Quality Assurance System which includes academic management and Distance Learning Management. Governance policies and standards, organisational legality, working procedures, and management systems of units within the scope of UT are developed through various Internal Quality Assurance System documents as steps taken to accommodate the National Standards of Indonesian Higher Education and integrate them with the standards for the implementation of Distance Education.

All faculties evaluate and follow up in accordance with the results of quality assurance evaluation activities by : 1) following up on input submitted by lecturers, educational personnel and students in accordance with the results of satisfaction surveys on Management Services (Administration) of faculties/ departments /study programmes; 2) improving facilities and infrastructure related to the convenience and availability of learning support facilities in the classroom; 3) improving the performance of teaching related to academic services, laboratory related to practical tool services; and 4) following up the learning process involving various parties, both in the world of research, industry and the wider community in order to evaluate and prepare the curriculum of all study programmes.

#### External evaluation by alumni, employers and third parties

To increase the quality of graduates, all the study programmes focus on developing curricula and learning process quality. To achieve the competencies as outlined in the specification of the programme of study, the curricula and teaching methods are adapted to the bases of competence. Selection of information-based competence is customised with the development of science. All study programmes periodically conduct seminars, public lectures involving third parties such as practitioners, policy makers and academics, both formal and informal. Expected competencies possessed by the graduates are in accordance with the market demand. In addition, Focus Group Discussions are held with stakeholders to get input for the improvement of the curriculum and the learning system so that the output is produced according to the user.

For the management of quality assurance, the Quality Management System Guidelines are applied when developing a new study programme or evaluating a study programme. All faculties refer to the Study Programme Development Procedure. The quality assurance system UT is monitored and evaluated in the fields of: 1) education; 2) research; 3) community service; 4) facilities and infrastructure; 5) finance; and 6) management, which is well documented, communicated and followed up. From the results of the evaluation, suggestions and tactical actions are recommended that can be applied to improve the academic quality. The process of evaluating, controlling and improving the standard of governance and cooperation are carried out through internal quality audit activities by the Quality Assurance

Center of Universitas Terbuka every year. Study programmes within the UT environment are required to carry out feedback screening as follows:

- the feedback sourced is from not only students but also lecturers, alumni, and graduates;
- periodic implementation;
- follow-up for curriculum improvement, implementation of learning process, and
- improvement of study programme activities, periodically and consistently.

As an additional indicator of governance that covers all criteria and shows the competitiveness of UT at the international level, the quality assurance framework published by the Asian Association of Open Universities (AAOU) in 2001 and the International Council for Open and Distance Education (ICDE) are terms of reference for the UT quality assurance system in the form of statements of good practice that UT needs to achieve.

The follow-up form of functional and operational management in UT is the existence of a supervisory function by the UT leadership which is carried out periodically to evaluate the target achievement, obstacles, and solutions that can be implemented as efforts to improve the quality of UT as a whole. This supervisory function is supported by supporting units.

### *Programme documentation and Information on activities during the academic year*

#### **For all programmes:**

Universitas Terbuka (UT) is working with Microsoft to facilitate students to use the software of Microsoft 365 for free, available on UT Online. In addition, the study programmes can be found in study catalogues and the homepages of several UT websites, the interconnected website at every UT Regional Office (UPBJJ), social media (such as twitter, facebook, Instagram, googleplus, linked.in, and youtube), UT radio, UT television and the leaflets distributed to potential students and government institutions.

Information of all study programmes can be detailed as the following: the UT Implementation System Catalog describes the system for administering diplomas and undergraduate programmes which includes the objectives of establishing UT, vision and mission, learning systems, cooperation networks, registration, education fees, teaching materials, study assistance, evaluation of learning outcomes, graduation, provisions general academic administration, student affairs and alumni, as well as academic programmes offered by all study programmes.

Information regarding the activities of the HEI and all study programmes can also be found in study catalogs and front-page information via several UT websites of both the centre and the interconnected website at UT Regional Office (UPBJJ), social media (such as twitter, facebook, Instagram and linked.in, youtube), UT radio, UT television and the leaflets distributed to potential students and government institutions.

All study programmes are communicated through brochures and leaflets or information about the programme of studies through all Faculties, UT website. The installation of the banner and the information boards are in the Faculty of Economics, UT. In addition, all study programmes periodically, in cooperation with UPBJJ-UT, cooperate with several government agencies and universities.

The interested parties of UT can access the UT website for information about events held by the Study Programmes and Partner Events. For instance, events held by Partnerships may expand the opportunity for students to apply the knowledge acquired during education in the programme directly under the control of all Faculties and the University. All study programmes cooperate with various external parties related to the process of education, research and community service, including cooperation with institutions, from government institutions to private institutions. Students, in this case, are involved in the implementation of training and research, in particular in the writing of the articles for publication.

Information regarding student services include the information about the curriculum, subjects, important academic dates, enrollment, credit transfer, judicium, graduation ceremonies and other student's academic administration services.

As part of the UT's public accountability, the annual report is written in the form of Internal Quality Audit report and evaluation of implementation report. The annual report is made by Universitas Terbuka's Rector and reported officially in the University Senate. The University Senate will review the Annual Report and officially approved as part of the UT's Rector's accountability.

### 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.

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

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.

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

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. There is evidence that the outcomes led to improvements within the processes respective the support of students.



The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). Universitas Terbuka 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 Terbuka

## Bachelor programmes:

**Bachelor of Law**  
**Bachelor of Accounting**  
**Bachelor of Management**  
**Bachelor of Development Economics**

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
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		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
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 (Law)	X (Acc., Mgt., Dev.Ec.)	
3.1.7*	Examination and final thesis (Asterisk Criterion)				X	

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

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