

Decision of the FIBAA Accreditation and Certification Committee



19th Meeting on September 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/123 Cl.1
Higher Education Institution:	Gadjah Mada University
Location:	Yogyakarta, Jawa, Indonesia
Study Programme:	Master in Public Policy and Administration, MPPA Master in Public Policy and Management, MPP Master in Sociology, M.A.
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: September 5, 2025 until September 4, 2030.

Conditions:

- **Condition 1:** The University
 - a. updates the literature references (textbooks and journal articles) in the course descriptions.
 - b. ensures that the course learning outcomes are formulated output- and competency-oriented.
- **Condition 2:** The University ensures that all course materials are up-to-date and include relevant literature.

Proof of meeting these conditions is to be supplied by June 4, 2026.

The FIBAA Quality Seal is awarded.

Fulfilment of conditions

✓ All conditions have been fulfilled – Decision by the FIBAA Accreditation and Certification Committee on June 19, 2026.

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

Assessment Report

Higher Education Institution:

Gadjah Mada University, Indonesia

Master programme:

1. Master in Public Policy and Administration
2. Master in Public Policy and Management
3. Master in Sociology

Qualification awarded on completion:

1. Master in Public Policy and Administration,
Master of Public Administration (MPPA)
2. Master in Public Policy and Management,
Master of Public Policy (MPP)
3. Master in Sociology, Master of Arts (M.A.)

General information on the study programme

Brief description of the study programme:

The **Master in Public Policy and Administration** (MPPA) is a two-year Master programme that aims to educate graduates who are able to generate knowledge based on data, measurable observations and analysis and thereby deepening the understanding of the science of public administration. Moreover, graduates shall master the theories and have the skills needed to be a leader in the public sector, as well as be able to analyse problems, create solutions, and implement policies related to public administration.

The **Master in Public Policy and Management** (MPPM) is a two-year Master programme that aims to educate graduates who are able to perform policy analysis and problem-solving, able to conduct rigorous research and contribute to policy knowledge development and are able to promote public values, communicate policies, and engage stakeholders. Graduates work as policy analysts, policy scientists and policy advocates.

The **Master in Sociology** (MSLG) is a two-year Master programme that aims to educate graduates who master the application of sociological, social and interdisciplinary theories to actively respond to humanitarian and life issues at local, national and global levels. Moreover, graduates shall be able to critically analyse changes in digital society and analyse social policies critically and comparatively.

Type of study programme:

For all programmes: Master programme

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

For all study programmes: 2 years / 4 semesters, 45 SKS credits / 81 ECTS credits

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

MPPA: optional with Kobe University (Japan), National Graduate Institute for Policy Studies - GRIPS (Japan), International University of (Japan), Rikkyo University (Japan), Ritsumeikan University (Japan), Takushoku University (Japan), University of Melbourne (Australia)

MPPM: no

MSLG: optional with University of Melbourne (Australia)

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

MPPA: 100

MPPM: 50

MSLG: 50

Programme cycle starts in:

MPPA: August and February

MPPM: August and February

MSLG: August

Initial start of the programme:

MPPA: 1993

MPPM: 1982

MSLG: 1993

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Master in Public Policy and Administration, Master in Public Policy and Management and Master in Sociology was concluded between FIBAA and Gadjah Mada University on January 23, 2024. On July 19, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Nurul Barizah

Airlangga University, Indonesia
Professor of Law, Head of Quality Assurance Board
(Law and Legal Studies)

Johanna Fallscheer

Kolping Bildungswerk e.V., Germany
Head of the Open All-Day Department at Kolping Bildungswerk e.V.
(Sociology, Social Welfare, Educational Sciences, Childhood Education)

Tilia Veronika Främbis

Utrecht University, The Netherlands
Master's Students in Sociology and Social Research

Prof. Dr. Petra Hiller

Nordhausen University, Germany
Professor of Organisation and Governance
Public Management, Administrative Sociology, Public Governance/Political Science, Organizational Research, Human Resources Management, Qualitative Methods of Empirical Social Research)

Prof. Dr. Assel Nurgazina

Almaty Management University, Kazakhstan
Associate Professor - School of Management
(Public Relations, Management, Monetary Policy, International Economic Relations, Corporate Finance, Financial Market, Finance, Securities Market, Economics, International Economic Relations)

Dr. Nguyen Chi Thang

HUTECH University, Vietnam
Full-time Lecturer, Head of International Trade Law, Vice Dean for Administration
(Law, Business Law, International Trade Law)

Prof. Dr. Jeffrey Wimmer

University of Augsburg, Germany
Professor of Communication Science

¹ The panel is presented in alphabetical order.

(Sociology, Sociogenomics, Especially: Social Structure, Life Course, Social Inequality, Education And Training, Family, Social Networks, Digitalisation of the Workplace)

FIBAA project manager:

Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on May 6, 7 and 8, 2025 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Doctor of Law (Dr.). At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 15, 2025. The statement on the report was given up on August 28, 2025. It has been taken into account in the report at hand.

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Summary

The Master in Public Policy and Administration, Master in Public Policy and Management and Master in Sociology offered by Gadjah Mada University fulfil with few exceptions the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 5, 2025 and finishing on September 4, 2030, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²: Modular structure of the study programmes and Course materials. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University
 - c. updates the literature references (textbooks and journal articles) in the course descriptions.
 - d. ensures that the course learning outcomes are formulated output- and competency-oriented.
- **Condition 2** (see chapter 3.3): The University ensures that all course materials are up-to-date and include relevant literature.

Proof of meeting these conditions is to be submitted by June 4, 2026.

Furthermore, the quality requirements that have not been fulfilled –

- Foreign language contents (see chapter 3.4),
- Evaluation by students (see chapter 5.),
- External evaluation by alumni, employers and third parties

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

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

- Setting up a system to attract more international students (see chapter 3.4),
- Increasing the use of foreign language in the courses (see chapter 3.4),
- Offering interview training for students (see chapter 4.5),
- Communicating the evaluations results to the students and external stakeholders in order to close the quality assurance loop (see chapter 5.).

And for the **Master in Public Policy and Administration** and **Master in Sociology** additionally:

- Increasing the required language proficiency (see chapter 2.).

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

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

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

- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Integration of theory and practice (see chapter 3.1),
- Student support by the faculty (see chapter 4.1).

And for the **Master in Sociology** additionally:

- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3).

And for the **Master in Public Policy and Administration** additionally:

- International orientation of the study programme design (see chapter 1.2).

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

Information

Information on the Institution

Universitas Gadjah Mada (UGM), established on December 19th, 1949, is one of the oldest University in Indonesia. UGM characterises itself as the University of the nation, of liberation, of Pancasila, of the people and the centre of culture.

UGM follows the vision “to be an excellent and innovative world class university, imbued with the nation’s cultural values based on Pancasila as the state ideology and dedicated to the nation’s interest and humanity”.

The mission of UGM is “to carry out education, research and community service as well as preservation and development of knowledge that is excellent and useful for society “.

As part of carrying out the missions of the Tridharma of higher education (education, research, and community engagement), as mandated by the national education system for higher education and preserving and developing scientific knowledge beneficial to the society, UGM has implemented a policy of internationalization (among others) to which all study programmes need to comply.

According to the QS World University Rankings 2025, Universitas Gadjah Mada is ranked 239th in the world³. At national level, UGM has received A accreditation from National Accreditation for Higher Education (BAN-PT). In the categories of theology, divinity and religious studies, UGM was ranked as the 47th of the world in 2022, and was ranked in the top 100 universities in the world in 2023.⁴ In the QS Sustainability Ranking 2025, UGM was ranked 383rd in the world and 1st in Indonesia.⁵

UGM has 18 faculties and two schools that include a total of 292 study programmes. Moreover, the University has 23 research centres, 61,440 students, 3,552 lecturers and 4,336 faculty staff.

The Faculty of Social and Political Sciences (FISIPOL) at UGM has six departments: Department of Communication Science, Department of Public Policy and Management, Department of Politics and Government, Department of Sociology, Department of International Relations, and Department of Social Development and Welfare, offering 19 study programmes at Bachelor, Master and Doctoral level. FISIPOL’s vision is to be a faculty with an international reputation that can drive progress to achieve Indonesia’s goal of becoming a developed country by 2050.

The **Master in Public Policy and Administration** (MPPA) was founded in 1993 as one of the pioneers of public administration master's programmes in Indonesia. MPPA is under the Department of Public Policy and Management, which is why MPPA focuses on implementing study programmes in the field of public management. MPPA strives to position itself among the best study programmes in Indonesia by employing a robust curriculum and lecturers with

³ see: https://www.topuniversities.com/world-university-rankings?page=4&items_per_page=50 (last access June 4, 2025)

⁴ see: self-evaluation report p.4

⁵ see: <https://www.topuniversities.com/sustainability-rankings?countries=id> (last access June 4, 2025)

degrees from reputable overseas universities, facilitating students with research centres and providing an ideal learning environment. Through this effort, MPPA contributes to achieving the faculty's vision and mission, namely driving the nation's progress through innovative education and research in public management.

The **Master in Public Policy and Management** (MPPM) was founded in 1982, initially called the Master in Public Policy and Administration. In accordance with the scientific and institutional reorientation of the Department of Public Policy and Management (DMKP), in 2010, the study programme changed its name to the Master in Public Policy and Management (MPPM). The change aimed to widen the graduate profiles – not only focusing on preparing and developing competent human resources within the public bureaucracy but also in broader government institutions, private corporations, non-governmental organisations (NGOs), universities and research institutions.

The **Master in Sociology** (MSLG) is one of the postgraduate programmes offered by the Department of Sociology, Faculty of Social and Political Sciences. The programme was established in 1993 and designed to provide a deep understanding of sociological theories and methodologies. The curriculum is crafted to blend traditional sociological concepts with contemporary societal issues. Its rich historical roots and progressive outlook make it a beacon of sociological studies and research in Indonesia. Since its inception, the programme has evolved and transformed along with the changing societal dynamics while preserving its core academic principles.

Further development of the programmes, statistical data and evaluation results

Master in Public Policy and Administration

Regarding performance, MPPA achieved almost no dropouts and had an increasingly better performance index. As for the average length of study, there has been an increase, but still within the Master's programme performance target of two years. The global health crisis (COVID-19 pandemic) has forced students to study remotely from their respective regions. Home situations and choices impacted students' energy, thereby hampering their thesis completion process.

Table 1: Statistical data Master in Public Policy and Administration

		2019/2020	2020/2021	2021/2022	2022/2023
# Study Places offered by HEI		100	100	100	100
# Applicants	Σ	152	101	107	153
	f	83	54	59	73
	m	69	47	48	80
Application rate		152,00%	101,00%	107,00%	153,00%
# First-Year Students (accepted applicants)	Σ	86	49	73	67
	f	47	26	40	32
	m	39	23	33	35

Rate of female students		54,65%	53,06%	54,79%	47,76%
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0,00%	0,00%	0,00%	0,00%
Percentage of occupied study places		86,00%	49,00%	73,00%	67,00%
# Graduates	Σ	86	47	59	1
	f	47	24	32	0
	m	39	23	26	1
Success rate (students who finished their studies)		100%	96%	81%	1%
Ongoing study rate		0%	4%	19%	99%
Dropout rate (students who dropped their studies)		0%	0%	0%	0%
Average duration of study		1 year 6 months	1 year 10 months	1 year 10 months	N/A
Average grade of final degree		3,65	3,71	3,72	N/A

Master in Public Policy and Management

The study programme was developed and refined through the 2024 curriculum, which was implemented in the academic year with a new cohort of students in August 2024. This refining aims to accommodate education for prospective policy analysts, policy scientists and policy advocates, equipping them with criticality, creativity, innovative mindset and the capacity to actualise theories in the study of public policy as well as meet the demands of the job market. This development and refinement are carried out based on Minister of Education Regulation Number 53 of 2023, which regulates study load limits (1 credit = 45 hours/semester) and encourages the implementation of project-based learning. The 2021 curriculum has adopted project-based learning, but its management has not been systematically coordinated, carried out in-silos by lecturers in their courses. The implementation of the 2024 curriculum aims to improve this condition by adopting a semi-block design and project-based learning across subjects in the same semester, which will be managed in a coordinated and systematic manner. The 2021 curriculum remains applicable to students admitted before August 2024.

Table 2: Statistical data Master in Public Policy and Management

		2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
# Study Places offered by HEI		45	60	60	50	50	50
# Applicants	Σ	59	112	95	81	107	58
	f	28	37	31	30	36	30
	m	31	75	64	51	71	28
Application rate		131,11%	186,67%	158,33%	162,00%	214,00%	116,00%

# First-Year Students (accepted applicants)	Σ	42	57	53	46	47	22
	f	19	16	24	20	14	12
	m	23	41	29	26	33	10
Rate of female students		45,24%	28,07%	45,28%	43,48%	29,79%	54,55%
# Foreign Students	Σ	1	0	0	0	0	0
	f	0	0	0	0	0	0
	m	1	0	0	0	0	0
Rate of foreign students		2,38%	0,00%	0,00%	0,00%	0,00%	0,00%
Percentage of occupied study places		93,33%	95,00%	88,33%	92,00%	94,00%	44,00%
# Graduates	Σ	41	41	11	13	N/A	N/A
	f	15	2	0	7	N/A	N/A
	m	26	39	2	6	N/A	N/A
Success rate (students who finished their studies)		98%	72%	21%	28%	N/A	N/A
Ongoing study rate		2%	28%	79%	72%	N/A	N/A
Dropout rate (students who dropped their studies)		0%	0%	0%	0%	N/A	N/A
Average duration of study		2 years 1 month	2 years 1 month	1 year 9 months	N/A	N/A	N/A
Average grade of final degree		3.68	3.77	3.99	N/A	N/A	N/A

The table above shows that 95% of students admitted in 2020 have completed their studies. The 5% of students in this cohort who had not yet graduated were mentored intensively in writing their theses and targeted to complete their studies as swiftly as possible. The data in the table above also shows that, despite the impact of the COVID-19 pandemic, most MPPM students completed their studies faster than the University standard, namely 2.5 years (as per Academic Guidelines). The average GPA increased from 3.68 in 2020 to 3.77 in 2021 and 3.99 in 2022.

Master in Sociology

In the past decade, the MSLG has achieved several landmarks indicating the programme's development; for example, starting in 2017, the MSLG offers a double degree programme in collaboration with the University of Melbourne (Australia). This collaboration also includes joint courses conducted annually at UGM. The curriculum is revised every five years to align the institutional academic interests with the changes emerging at national and international levels. One of the substantial changes occurred in 2021 when the programme introduced new courses and three clusters of subject interests, including (1) digital humanities, (2) social policy and

development and (3) global citizenship and identities. The new curriculum was also motivated by the changes in the landscape of the employment sector influenced by changes in demographic transitions, market demand, a new provision of the social security system at national level, and the rise of the digital economy. The new curriculum incorporates fieldwork and project-based courses, enabling students to apply sociological theories in real-world contexts. The aim is to strengthen the programme's commitment to societal impact and influence policymaking and community development.

The following table shows a summary of statistics in the past four years. The application rates are varied with range between 60% to 124.62%, suggesting that the MSLG has potential market at national level. Despite high demand, the percentage of occupied study places is lower, which could be due to the fact that not all applicants meet the academic requirements by the University. The COVID-19 pandemic, which resulted in financial constraints, may also contribute to the low occupation rate.

Table 3: Statistical data Master in Sociology

		2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
# Study Places offered by HEI		55	65	55	55	50	50
# Applicants	Σ	43	81	33	57	51	55
	f	21	32	21	28	26	28
	m	22	49	12	29	25	27
Application rate		78.18%	124.62%	60.00%	103.64%	102.00%	110.00%
# First-Year Students (accepted applicants)	Σ	39	44	18	41	33	33
	f	19	21	10	24	21	19
	m	20	23	8	17	12	14
Rate of female students		0.49	0.48	0.56	0.59	0.64	0.58
# Foreign Students	Σ	0	0	1	0	0	0
	f	0	0	1	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0.06	0	0	0
Percentage of occupied study places		70.91%	67.69%	32.73%	74.55%	66.00%	66.00%
# Graduates	Σ	38	44	18	37	4	0
	f	18	21	10	23	1	0
	m	20	23	8	14	3	0
Success rate (students who finished their studies)		97.44%	100.00%	100.00%	90.24%	12.12%	N/A
Dropout rate (students who dropped their studies)		2.56%	0.00%	0.00%	0.00%	0.00%	N/A

Ongoing study rate		0%	0%	0%	9.76%	87.88%	100%
Average duration of study		2.17	2.2	2	2	N/A	N/A
Average grade of final degree		3.58	3.76	3.77	3.72	N/A	N/A

Appraisal:

The application rates of all three Master programmes extend for many cohorts the number of study places available. In several years, not all available places were taken showing the high admission requirements of the study programmes.

There are only a few full-time foreign students in the programmes throughout the years.

The rate of female and male students is balanced in all three study programmes throughout the years.

Students need on average two years to graduate from the programmes, in some years, the study time was extended by one semester.

Moreover, the dropout rates are quite low in all three programmes. If dropouts appear in higher numbers, the reasons are systemically evaluated, and appropriate measures are taken. This includes e.g., the initiation of an academic engagement programme, which supports students inside (by lecturers) and outside classrooms (by tutors), is expected to reduce the risk of dropping out due to academic challenges.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Master in Public Policy and Administration (MPPA)

MPPA was established in response to the need to improve the capacity of civil servants. This goal remains embedded in the entire educational process at MPPA. As a state civil apparatus, MPPA aims to produce graduates who have the ability to lead in solving increasingly complex bureaucratic problems in line with the constant changes. This graduate competency design is in line with the characteristics of students studying at MPPA, namely around 50% of students are government employees and the remaining other 50% are new students who aspire to pursue a career in government. A leader in government must have macro-level skills to see problems and at the same time, must attend to micro-level details. Leadership qualities and change management are reflected by specific course materials with specific objectives.

The establishment of MPPA aims to produce graduates who can become leaders in, among others, the public sector, government sector, NGOs, universities and (private) companies. The characters of MPPA graduate leaders are ethical, able to collaborate, become a problem solver, sensitive to change and innovative. To achieve this goal, MPPA has defined six expected learning outcomes based on Indonesian National Qualification Framework for Master Programme (KKNI) parameters as follows:

Table 4: Expected Learning Outcomes MPPA

KKNI Parameter [1]	Competence
1. Science	• Able to describe historical, comparative and theoretical perspectives on public administration, public management and public sector governance • Able to analyse the nature, role and current development of the public sector and its evolution • Able to develop knowledge that is supported by data, measurable observations and analysis, which aims to increase understanding of the science of public administration
2. Knowledge	• Able to master the theories and have the skills needed to be a leader in the public sector • Able to carry out analysis and evaluation of facts and information related to public administration
3. Know-Hows	• Understand the process of public policy making based on prominent theories and methodologies • Able to analyse problems, create solutions, and implement policies related to public administration • Able to conduct research in the field of public administration

4. Skills	• Able to formulate, evaluate and communicate public policies and programmes • Able to produce policy briefs to inform public decision making
5. Affection	• Having and being able to apply constitutional and ethical values in policy and administrative analysis and actions • Know and respond to the demands and needs that society requests from public entities
6. Competency	• Adhering to ethics, being able to collaborate, solve problems, and innovate and is sensitive to context/change
7. Programme Specific Competence	• Able to demonstrate professional behaviour within the framework of national diversity. • Able to identify public problems and communicate evidence-based solutions • Able to lead and manage the change
	• Able to utilize digital technology for the benefit of organizations and society

Master in Public Policy and Management (MPPM)

MPPM was developed to prepare competent human resources needed to manage various programmes, organisations and institutions in public, private, and non-governmental sectors at both national and international level. The competent human resources include policy makers, policy researchers, policy evaluators, leaders of public and private organisations, lecturers, and NGO activists. This was realised as part of the vision of the MPPM, namely "to become a benchmark in developing quality human resources in the field of public policy and management in Indonesia."

The MPPM programme integrates three graduate profiles:

- Policy analyst (able to perform policy analysis and problem-solving),
- Policy scientist (able to conduct rigorous research and contribute to policy knowledge development), and
- Policy advocate (able to promote public values, communicate policies, and engage stakeholders).

Each Expected Learning Outcome (ELO) reflects advanced competencies in public policy and management and is linked to the programme's three focal points:

- Policy Analysis (aligned with the Policy Analyst profile),
- Policy Research and Theory Development (aligned with the Policy Scientist profile), and
- Policy Communication and Advocacy (aligned with the Policy Advocate profile).

The ELOs are in detail:

- ELO 1: Able to organise activities and resources

Graduates are capable of designing and managing complex activities while strategically mobilizing human, informational, and technological resources to address public sector challenges. They apply advanced organizational theories, resource planning frameworks, and

stakeholder coordination techniques to support effective policy design and implementation. Through project-based learning and real-world case studies, students develop leadership and management skills that enable them to coordinate multi-stakeholder initiatives, balance competing priorities, and optimise resource use in dynamic governance environments. This competency is particularly aligned with the roles of policy analysts and policy advocates, who must not only conduct technical assessments but also lead teams, manage collaborations, and operationalise policy solutions in complex public sector contexts.

- ELO 2: Able to utilise technology for problem solving

Graduates are able to select and apply appropriate technologies to support data-driven decision-making, policy analysis, and public sector innovation. They develop competencies in using advanced digital tools and software for data collection, processing, analysis, and visualization, as well as technologies that enhance communication, collaboration, and resource management. Through applied learning activities and projects, students learn to leverage technology for addressing complex problems, improving organizational performance, and facilitating evidence-based policymaking. This ELO particularly supports the development of policy analysts and policy scientists, enabling them to utilise technological solutions in tasks such as data interpretation, modelling policy scenarios, conducting qualitative and quantitative analyses, and evaluating the potential impact of policy interventions.

- ELO 3: Able to analyse and interpret quantitative and qualitative data for problem solving.

Graduates are capable of selecting, applying, and integrating appropriate quantitative and qualitative methods to collect, analyse, and interpret data relevant to public policy and management challenges. They develop advanced skills in designing research strategies, applying statistical and qualitative analysis techniques and critically interpreting complex data sets. Learning activities emphasise both methodological rigor and practical application, preparing students to derive evidence-based insights, assess policy effectiveness, and inform decision-making processes. This ELO primarily supports the competencies of policy analysts and policy scientists, enabling them to undertake empirical investigations, evaluate policy outcomes, and contribute to the advancement of knowledge and practice in public policy and management.

- ELO 4: Able to articulate public values

Graduates develop the capacity to identify, critically assess, and effectively communicate public values such as equity, transparency, inclusiveness, efficiency, and sustainability within the context of public policy and management. They learn to examine how these values influence policy goals, shape decision-making processes, and impact diverse stakeholders. Through case studies, simulations, and applied research, students cultivate the ability to balance competing values, navigate value conflicts, and advocate for policy solutions that promote the public interest and enhance societal well-being. This competency is especially relevant for policy scientists and policy advocates, who must interpret normative dimensions of policy choices, engage in value-based reasoning, and communicate the ethical and social implications of policy decisions to both technical and non-technical audiences.

- ELO 5: Able to manage public issues.

Graduates acquire the competence to identify, frame, and address complex public issues that emerge in dynamic social, economic, and political environments. They apply critical thinking and problem-structuring methods to assess stakeholder perspectives, anticipate potential

conflicts, and formulate adaptive strategies. Through scenario analysis, stakeholder mapping, and applied policy exercises, students strengthen their capacity to navigate uncertainty, balance competing demands, and implement solutions that reflect public priorities and institutional realities. This competency is particularly important for policy analysts and policy advocates, who must integrate analytical reasoning with practical decision-making to manage challenges and drive effective policy responses.

- ELO 6: Able to analyse public policy.

Graduates demonstrate the ability to critically examine public policies from political, economic, social and administrative perspectives. They apply a variety of theoretical frameworks and analytical methods to assess policy design, implementation, and outcomes, drawing upon interdisciplinary approaches to evaluate effectiveness, efficiency, and feasibility. Through engagement with real-world cases and policy simulations, students refine their capacity to identify policy gaps, assess trade-offs, and propose informed recommendations. This competency is central to the role of a policy analyst, while also contributing to the scientific inquiry and advocacy functions expected of policy scientists and policy advocates working to improve public policy outcomes.

- ELO 7: Able to define and solve problems.

Graduates are equipped to identify and structure complex, real-world problems in public policy and management by applying critical thinking, interdisciplinary approaches, and scientific methods. They conduct problem framing, stakeholder analysis, and causal mapping to clarify underlying issues and develop viable solutions. The curriculum emphasises not only diagnosing problems but also designing, testing, and refining evidence-based solutions through policy analysis, design thinking, and scenario planning. This competency is essential for all three roles—policy analysts, policy scientists, and policy advocates—as it underpins their ability to address multidimensional policy challenges and propose innovative, feasible, and sustainable solutions in diverse governance contexts.

- ELO 8: Able to build networks.

Graduates possess the skills to initiate, develop, and sustain strategic networks involving public, private and civil society actors. They engage in stakeholder mapping, negotiation, and collaborative problem-solving to foster partnerships that support policy development and implementation. Through project-based learning and applied policy projects, students enhance their ability to navigate institutional boundaries, mobilise collective action, and leverage cross-sector collaboration. This competency is particularly relevant for policy advocates, while also supporting the interdisciplinary collaboration required of policy analysts and policy scientists when addressing complex public challenges.

- ELO 9: Able to design and manage public policy advocacy.

Graduates are prepared to design comprehensive advocacy strategies, develop persuasive and evidence-based policy arguments, and lead advocacy initiatives across diverse policy arenas. They identify key stakeholders, build coalitions, and employ negotiation and communication techniques to mobilise resources and public support. Through applied learning and policy simulations, students sharpen their capacity to navigate political and institutional dynamics, adapt advocacy approaches to real-world constraints, and influence policy decisions to advance public interest outcomes. This competency is primarily associated with policy advocates, while also reinforcing the applied communication and stakeholder engagement skills essential for policy analysts and policy scientists.

- ELO 10: Able to manage and lead change in the public sector.

Graduates demonstrate the capacity to design and implement change strategies that address complex challenges and foster innovation within public sector organizations. They apply adaptive leadership principles, change management frameworks, and stakeholder engagement techniques to mobilise support, overcome resistance, and achieve sustainable policy and organisational transformations. Through project-based learning and engagement with real-world policy change initiatives, students develop the ability to anticipate change drivers, assess risks, and lead collaborative efforts that align with public values and governance objectives. This competency is central to the roles of policy advocates and policy analysts, and also supports the broader scientific inquiry expected of policy scientists who evaluate and inform change processes in public governance.

Master in Sociology (MSLG)

The MSLG focuses on applying sociological theories with special subjects referring to three subject interest clusters: media and digital humanities, social policy and development and global citizenship and identities. The graduate's types of employment vary, they mostly work in academia and government, while others work in the private sector and socio-preneurship. All of the work may be exposed to social changes at varying levels. The programme's general competence aims to support students' competency in mastering social change management.

Concerning programme-specific competence, students are expected to master their understanding, apply sociological theories, and use examples from various countries to make informed decisions to solve a social problem. The programme aims to equip students with advanced theoretical knowledge, methodological skills, and valuable expertise, ensuring their readiness to contribute meaningfully to academic, professional and community settings.

The expected learning objectives (ELO) consist of four sets. The first two sets include values and primary competence referring to the Indonesian National Qualification Framework for Master Programme (KKNI). The second set includes general and specific competences developed by the MSLG.

Table 5: Expected Learning Outcomes MSLG

Values (National core values)	• Upholding norms, values, morals, ethics and professional responsibilities according to their field of expertise • Able to communicate and develop/build trust effectively and efficiently according to their field of expertise • Sensitive to and critical of social problems and phenomena and able to carry out advocacy • Able to work together with all elements of society and have critical abilities as a basis for advocacy and high adaptation
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Primary competence for Master programme (National standard)	• Able to analyse developments in science, technology and/or art by mastering and understanding scientific approaches, methods and rules along with their application in accordance with the study programme's scientific fields • Able to solve problems in the Study Programme's disciplines through research and development based on scientific principles • Able to perform in a particular field of work as demonstrated by ability to analyse problems comprehensively
Programme general competence	• Mastering sociological and social theories, and social research methods to examine social issues critically • Mastering the application of sociological, social and interdisciplinary theories to actively respond to humanitarian and life issues at local, national and global levels • Mastering the management of social change • Mastering academic principles and ethics
Programme specific competence	• Able to apply sociological and social theories • Able to critically analyse changes in digital society • Able to utilize digital technology for emancipatory missions • Able to analyse social policies critically and comparatively • Able to formulate social policy options for social justice • Able to analyse identity and citizenship issues in local and global contexts • Able to formulate strategies to navigate challenges in realizing inclusive and equal citizenship • Able to produce scientific work in the form of writing and/or creative products • Able to communicate, network and collaborate based on
	empathetic and emancipatory values to solve humanitarian and life problems

Appraisal:

The qualification objectives of **all three Master programmes** are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The formulation of the ELOs follows Bloom's Taxonomy, particularly reflecting the cognitive demands appropriate for Master's level education, which emphasises higher-order skills such as analysing, evaluating, and creating—rather than lower-level outcomes like understanding. 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. The panel remarks that the programmes are very strong on local and national level and could be improved in the future to become world-class, as it is aspired by the University.

	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 programmes' designs (Asterisk Criterion)

Master in Public Policy and Administration (MPPA)

Since the founding in 1993, MPPA has collaborated with universities abroad to provide quality education to its students. MPPA has sent local students to some universities in Japan and received foreign students from various countries, such as Timor Leste, Thailand and Norway. The MPPA academic process is continuously updated according to international standards, in order to improve the quality of educational standards and reach more students from other countries. MPPA updates the curriculum and determines courses in accordance with developments in public administration sciences offered by foreign universities, such as digital governance and public governance courses.

In the foreign student admissions programme, MPPA collaborates with UGM and the Indonesian government with the Developing Countries Partnership (KNB) scholarship programme. Collaboration was also carried out in the field of research with Universitet i Agder (UiA), Norway. In addition, MPPA offers a double degree programme known as a linkage programme in collaboration with the Ministry of National Development Planning/National Development Planning Agency (BAPPENAS). This programme was held in 2015-2019 and, in 2023, it resumed in a collaboration with the Ministry of National Development Planning/BAPPENAS. Several universities in Japan are listed as partners, including GRIPS, KOBE University, International University of Japan (IUJ), Takushoku University, Ritsumeikan University and Rikkyo University. Prospective students can also register for a double degree programme through the LPDP scholarship, in which MPPA collaborates with the University of Melbourne (Australia).

To support an internationally oriented academic process, MPPA utilises international journal articles that offer insights into cutting-edge research and global best practices.

Master in Public Policy and Management (MPPM)

MPPM emphasises an internationally oriented learning climate for lecturers and students. Lecturers and students are required to use international journal articles, proceeding papers and conference papers. Lecturers have opportunities to gain global perspectives and international recognition through international publications, lecturer exchange programmes and international conferences.

Apart from that, MPPM has established a cooperation scheme at the international level since 2017 by accepting students from the Developing Countries Partnership (KNB) scholarship programme. MPPM also develops collaboration schemes with international academics through

guest lectures, including the Sabbatical Programme. The initiative aims to accelerate the career development of young lecturers and allow them to be involved in the global academic sphere. MPPM also regularly holds public lectures, guest lectures, workshops and international conferences with international partners, which aim to provide added value and benefits to students.

MPPM also cultivates global values through Publicness Forum activities, such as the values of inclusivity and citizenship. Issues of inclusivity were discussed through focus group discussions on cases of NGO assistance to HIV/AIDS survivors, transgender people in Islamic boarding schools, people with disabilities in industries, people with disabilities in the public communities and health services for the underprivileged. The Publicness Forum also allows students to gain direct experience in managing international organisations at the Asia Pacific level, such as the NGO Syngenta operating in the agricultural sector.

Master in Sociology (MSLG)

The MSLG incorporates various international aspects into its teaching and study programmes. Firstly, this is achieved through international collaborations, which involve inviting international academics to deliver lectures or seminars and organising joint activities with international institutions through joint courses and summer courses. While joint courses are tailored for MSLG students, summer courses are open to the public. All programmes aim to create an international learning environment for students.

The second approach involves integrating international references and theoretical perspectives into study courses. Some courses also equip students to apply interdisciplinary theories to address subject-specific issues at local, national and global levels to apply interdisciplinary theories to respond to subject-specific issues at local, national and global levels.

Moreover, the MSLG offers a double degree with an international partner, the University of Melbourne (Australia).

Appraisal:

The programme design of **all three Master programmes** appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Moreover, the MPPA and MSLG programmes offer international double degree options that owing to the emphasis of the programme design on internationality in teaching and study enables graduates to competently handle international tasks.

		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)		MPPA, MSLG	MPPM		

1.3 Positioning of the study programmes

Universitas Gadjah Mada (UGM) has distinguished itself as Indonesia's top higher education institution for social policy and administration, according to the QS University Rankings 2024, and is notably the only institution from Indonesia included in the prestigious list of the top 130 globally for this subject. In Asia, only 21 universities ranked among the top 130, with just four from Southeast Asia, including UGM. The **Master's programmes in Public Policy and Administration (MPPA)** and **Public Policy and Management (MPPM)** play a crucial role in UGM's achievement in this field.

Aiming to produce graduates who can identify public affairs and produce out-of-the-box solutions with integrity, MPPA has a long history of collaboration with various national institutions, such as the Ministry of National Development Planning/BAPPENAS and regional Government of Papua Province and North Kalimantan and Singkawang Regency Government. Thus, the MPPA market is in the civil servant and NGO segments, including fresh graduates who have the motivation to become civil servants and work at NGOs with qualifications for public sector leaders and management.

Established in 1982, MPPM is the oldest programme of its kind in Indonesia. Currently, only eight master's programmes in Indonesia officially use the name 'public policy' and offer studies in this field. The programme's students come from diverse government and non-government institutions, as well as fresh graduates, most of whom are recipients of the highly competitive LPDP scholarships, demonstrating the programme's selectivity and high level of competitiveness. Over the years, many of its graduates have become faculty members and researchers in public policy, and even the broader field of public administration, at numerous universities across the country. Additionally, numerous MPPM graduates have pursued careers as public policy practitioners in various government agencies, as well as in the private sector, state-owned enterprises and NGOs. MPPM has also established collaborations with various institutions, including the Indonesian National Armed Forces (TNI), the Indonesian National Police (POLRI), and the Regional Government of Yogyakarta, to develop qualified human resources with master's degrees within these organisations. As a result, MPPM is recognised as the pioneer in the development of public policy study programmes and as the leading institution in producing policy experts and practitioners in Indonesia.⁶

Most comparable programmes either adopt an overly broad Public Administration approach, which primarily focuses on general administrative functions such as budgeting, human resource management and organisational leadership, without providing sufficient emphasis on developing competencies specific to public policy analysis, research and advocacy. On the other hand, existing Public Policy programmes tend to focus narrowly on policy analysis, equipping graduates mainly with technical analytical skills but not adequately preparing them for roles that require advanced research (policy science) or the ability to engage in effective policy advocacy. The MPPM programme addresses this gap by systematically integrating all three core competencies – policy analysis, policy science, and policy advocacy—into its curriculum. The MPPM's unique approach, therefore, equips graduates with a combination of analytical, scientific, and advocacy skills, allowing them to operate effectively in diverse roles across government, civil society, research institutions and international organisations. Graduates are prepared to address complex real-world public problems by designing and

⁶ see: self-evaluation report p.27

evaluating policies, managing governance challenges, promoting social inclusion and equity, and driving sustainable development – reflecting the multifaceted demands they are likely to encounter in their professional careers.

The **Master of Sociology** (MSLG) currently ranked no 1 in the country and ranked 151-200 according to QS World 2023 among about 1500 institutions in the world.⁷ Against that backdrop, MSLG has a noticeable position in the educational market nationally and globally. The MSLG aims to distinguish itself in the educational market through unique academic offerings that blend traditional sociological theories with contemporary issues. The introduction of three clusters of studies in 2021 is also intended to position the MSLG among similar programmes at other universities, which tend to be general. For example, a specialised course on "Digital Society and Social Media" sets the programme apart by addressing the impact of current trends and technologies on society.

A key objective is to position the MSLG as a leader in interdisciplinary studies. This can be exemplified by courses that integrate sociology with other disciplines like social policy and political science offer, offering a holistic view of social issues and attracting students interested in cross-disciplinary learning.

The MSLG seeks to develop strong linkages with industry and non-governmental organisations. For instance, the programme has established partnerships with local and national NGOs for student internships, making the programme attractive to students seeking practical experience and career opportunities in the non-profit sector. High demand from government employees and community development workers opens the opportunity for the MSLG to include Sociology and Social Policy as another cluster of study. A similar cluster is also designed specifically for students to enrol in the MSLG Double Degree programme, where all students are from various government employment sector working at Central or District government offices.

Positioning the programme as a pathway to diverse career opportunities is essential. For example, incorporating career development workshops and guest lectures from sociology professionals in various fields can illustrate the programme's commitment to student employability. Also, the programme has focused on leveraging technology in learning and research. Utilising online platforms for collaborative projects or virtual exchanges with international institutions can demonstrate the programme's innovative approach to education.

Positioning of the study programmes on the job market for graduates (Employability)

One of the ways that UGM maintains the relevance of its academic programmes to the needs of the workforce is by conducting periodic and measurable Tracer Studies. The UGM Tracer Study is coordinated by the UGM Alumni Office, utilising data from SIMASTER. The Tracer Study at UGM employs a survey system through the SIMASTER mobile application and the website. The purpose of the Tracer Study is to evaluate and enhance the delivery processes and educational systems at UGM. The results of the Tracer Study provide valuable data for UGM and are essential for various development and advancement needs of the University. The respondents of the Tracer Study include alumni from Diploma, Applied Bachelor, Bachelor, Professional, Master, Specialist and Doctoral programmes. The Tracer Study is conducted once a year, with the following objectives at UGM:

⁷ see: self-evaluation report p.27

1. Curriculum improvement to produce graduates with character;
2. Gathering information from alumni regarding the development of competencies required by the job market for enhancing the learning system;
3. Inventorying the benefits obtained by alumni during their education at UGM;
4. Tracing alumni's workplaces, fields of work, and waiting time for employment to build networks;
5. Obtaining information on the readiness of graduates for work according to the main performance indicators;
6. Providing feedback for the development of the university.

In addition to the University level, Fisipol also has an Alumni Unit that coordinates with the Alumni Unit Office, particularly for the implementation of Tracer Studies and managing collaborations with Fisipol UGM alumni.

Most graduates of the **Master in Public Policy and Administration (MPPA)** work in the public sector (both central and regional government), others work in universities, as well as NGOs and the private sector. In the last five years, 358 alumni graduated from the MPPA programme. Using data on the applicants' professional background, it can be identified that around 50% of alumni returned to their previous work in the government sector. Most of the self-funded graduates also worked in the government sector.

The alumni of the **Master in Public Policy and Management (MPPM)** work in various organisations, such as universities (as lecturers), NGOs, civil services and community organisations at national level. Alumni have mastered the obligatory study programme competencies which help them contribute to society and in the field of work, including the ability to understand concepts/theories related to public policy, public management, human resource management and leadership.

The **Master in Sociology (MSLG)** aims to align its curriculum with current industry demands, ensuring that the skills and knowledge imparted are relevant and sought after. For instance, data analysis and social media analytics courses address the growing need for sociological expertise in digital trend analysis in sectors like marketing and public relations.

A key objective is to equip students with practical skills that enhance their employability. The practical skills involve hands-on training in qualitative and quantitative research methods, preparing students for roles in research institutions, policy development and academia. Also, the study programme has initiated collaborations with NGOs, government agencies and private companies for internships to provide practical experience, enhancing the employability of graduates. For example, partnering with a national social research agency for student internships would be highly relevant.

The MSLG is designed to appeal to an interdisciplinary job market. Graduates are positioned not just as sociologists but as professionals with versatile skills applicable in various fields like social work, government offices, public policy and international development. The MSLG aims to provide an international learning environment for students through various academic activities, which may in turn, increase their interest and international capacity in working in areas such as international NGOs, global agencies like the United Nations or multinational companies.

The results from tracer studies 2018-2022 have identified the MSLG alumni who have worked in various sectors as indicated above, confirming graduates' employability. The surveys collect information from alumni who started their programme between 2011 and 2019. The highest proportion of graduates works in government institutions (e.g., 60% in the 2022 survey), followed by academia (27%). The overall statistics show that the MSLG programme received a positive assessment from the alumnus. The survey also includes open questions related to obstacles in finding a job, required skills currently required for the work that was not trained at the HEI, and feedback for fellow alumni and the MSLG.

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

Table 6: Alignment of study programmes' vision with UGM's vision

	UGM's Vision			
The Study Programme's Vision	World-class national universities	Excellent and innovative	Serving the interests of the nation and humanity	Rooted in the nation's cultural values based on Pancasila
MPA:				
Excellent and Leading	v	v		
Leadership with Character	v		v	v
MPPM				
Becoming a benchmark in developing quality human resources in the field of public policy and management in Indonesia	v	v	v	v
MSLG				
Providing education to produce graduates capable of conducting social analysis and	v	v	v	v

	UGM's Vision			
The Study Programme's Vision	World-class national universities	Excellent and innovative	Serving the interests of the nation and humanity	Rooted in the nation's cultural values based on Pancasila
interpretation, and critical thinking				
Carrying out research based on criticality and emancipatory principles	v	v	v	v
Carrying out service programmes based on social advocacy	v	v	v	v

The **Master in Public Policy and Administration (MPPA)** supports UGM's vision and mission by preparing graduates with integrity and competence in identifying policy problems and producing out-of-the-box ideas and solutions. Meeting these graduate criteria allows MPPA to support the University's goals.

The **Master in Public Policy and Management (MPPM)** prepares students with competence in managing public policies and public organisations amidst social change and the development of information technology. Students study management theories and public policy to understand public problems, global challenges and multidimensional social change and acquire the skills to respond to them through several alternative programmes and governance models that mainstream public values. Courses like public policy analysis, public management theory and public governance help prepare students for managing public sector governance. Mastery of quantitative and qualitative research methods also strengthens their ability to create policy papers with practical recommendations and initiatives.

The **Master in Sociology (MSLG)** aligns with UGM's mission to contribute to society through education and research. This alignment is evident in the programme's curriculum, which includes community-oriented projects and initiatives that directly contribute to societal well-being. The MSLG enhances the University's academic diversity by offering an interdisciplinary approach to sociology through a series of collaboration at national and international level (e.g., through joint and summer courses). The MSLG curriculum and structure are also designed to be adaptable, reflecting the University's emphasis on staying responsive to educational and societal changes. Following the University's focus on societal impact, the MSLG curriculum aims to integrate theories and practice through collaborative projects with local communities, analysing processes and implementing community development projects, which demonstrate the MSLG commitment to community service and societal engagement. The MSLG contributes to UGM's goal of enhancing the student experience by providing opportunities for practical learning and professional development.

The MSLG is contributing to UGM research activities. The programme's involvement in publishing research findings and hosting academic conferences contributes to the University's reputation as a leading research institution. The MSLG focuses on sociological issues relevant to the Indonesian context, aligning with the University's commitment to addressing regional and national challenges. The MSLG actively seeks global partnerships to align with the UGM internationalisation strategy. This could be evidenced by collaborating with Melbourne University for joint courses and a double degree Programme on social policy and sociology of works, enhancing the programme's international profile and offering students a global perspective.

Appraisal:

The reasons given for the positioning in the educational market of the **three Master programmes** are plausible. Overall, the programmes are strongly positioned within a high competition with similar programmes in the region and in Asia.

The **Master in Sociology** is ranked as number 1 study programme in Indonesia. The University has succeeded in examining the educational market and used the results in establishing its own unique and competitive profile.

The arguments in support of graduate employability on the basis of the stated qualification objectives for **all three Master programmes** are convincingly presented. The future fields of employment for graduates are plausibly set forth. The University has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes. A lot of graduates are already employed at the time of graduation.

The study programmes are convincingly integrated into UGM's overall strategic concept. The study programme's qualification goals are in line with UGM'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		MSLG	MPPA, MPPM		
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

The administrative admission requirements are published on the University website⁸. The documents that are required for Master programme registration include:

- Original undergraduate diploma,
- Minimum cumulative grade point average stated on undergraduate diploma,
- Certificate of accreditation of the undergraduate study programme,
- Certificate of academic potential test results (PAPs UGM with minimal score 450),
- Certificate of results English language proficiency test (minimum level depends on the study programme),
- Recommendations from two referees sent confidentially by the University,
- Motivation letter and prospective research proposal,
- Study permit/assignment letter for worker applicants,
- Scholarship documents for scholarship recipient applicants, and
- Letter statement of authenticity of the document.

Further administrative requirements (specific requirement or higher required score) and substance selection are regulated by each study programme.

The **Master in Public Policy and Administration (MPPA)** asks for specific requirements, namely a complete CV, a 2000-word essay on the topic "Public Policy and Management Practices in Indonesia" and an interview test. In the interview, prospective students will be asked various questions, ranging from the concept and content of the essay they wrote to their organisational experience and perspective upon the completion of their studies. From this interview, communication skills and seriousness in pursuing Master's studies will be identified. From essays, the ability of prospective students to develop logical thinking, find references and discover new issues and ideas can be detected as well. The essay is assessed based on various components, including clarity of issue identification, relevance to the study or Public Administration, clarity of argumentation, confusion of thinking and reference. The result of the English proficiency test has to correspond to AcEPT 149/TOEP PLTI 31/IELTS 4.0/iBT TOEFL 30/ITP TOEFL 400, which also is the minimum requirement set by the University. All information is available on the study programme's website.⁹

The **Master in Public Policy and Management (MPPM)** sets a higher standard of potential test results and English language skills than the standard set by UGM. The study programme requires prospective students to have the potential test results for PAPs UGM, TPDA PLTI, and TPA Bappenas with a minimum score of 500 (the minimum score set by the University is 450) and the results of the English proficiency test AcEPT 209/TOEP PLTI 45/IELTS 5.0/ iBT TOEFL 45/ITP TOEFL 450. These requirements are stated on MPPM's website.¹⁰

Specific requirements from the **Master in Sociology (MSLG)** includes submission of curriculum vitae, thesis proposal (outlining the research topic or interest) motivation letter (describing the reasons and objectives for registering for the programme) and attend a

⁸ see: <https://um.ugm.ac.id/en/masters-program-admission-requirements/> (last access June 26, 2025)

⁹ see: <https://map.ugm.ac.id/en/> (last access June 26, 2025)

¹⁰ see: <https://mkp.fisipol.ugm.ac.id/en/master/admission/> (last access June 26, 2025)

selection interview. The result of the English proficiency test has to correspond to AcEPT 149/TOEP PLTI 31/IELTS 4.0/IBT TOEFL 30/ITP TOEFL 400, which also is the minimum requirement set by the University. All information is available on the study programme's website.¹¹

Counselling for prospective students

At University level, UGM provides prospective students an online and offline help desk. All admission information can be found on the University website for prospective Indonesian and international students. These websites contain general information about admission requirements and procedures that will be further explained on the study programme's website. Detailed tutorials on how to apply are also provided on both websites. For further questions, prospective students can contact the admission office by phone, email and WhatsApp or visit the Student Admission Office. Prospective students can also ask questions through the University's social media account of UGM's Education and Teaching Directorate and UGM's Office of International Affairs. At faculty level, FISIPOL provides counselling services by the Master's degree admission team in each department (e.g., study plan and career counselling for prospective students and their parents) and the Global Engagement Office (GEO), particularly for international students and international affairs counselling.

For the **MPPA**, prospective students can view registration information on the study programme website, via social media Instagram and Facebook, as well as contact study programme admissions via telephone, email and WhatsApp. MPPA also has a service programme called TANYA MAP to disseminate information about registration, educational programmes, student services, curriculum and training to prospective students and the community.

MPPM provides counselling services for prospective students through specific communication channels. Prospective students can use this channel to ask questions regarding information and problems in registration or career opportunities after graduation. This consultation can be done before registration or after registration with the MPPM office. To emphasise speed and comfort in assisting prospective students, various alternative contact services are available for direct inquiries, namely the MPPM email service and hotline. The hotline is a telephone contact service that allows prospective students to get a quick and direct response from the graduate office. The hotline information is available on the MPPM website. In addition, MPPM also holds an annual meeting with prospective students to promote and introduce the programme, either offline or online via Zoom meeting. The socialisation consists of an info session event held online by the faculty as well as an exhibition and virtual expo held hybrid (online and offline) at the UGM Faculty Fair event.

The **MSLG** provides a counselling service desk for prospective students who experience difficulties in meeting the administration and substance requirements until the final acceptance announcement results. Apart from administrative questions, the counselling service also answers questions related to career perspectives and an overview of the curriculum, which help applicants decide. The counselling service are provided by two staff members, on call during working hours at the study programme office, Monday to Friday, 08.00 to 16.00. The convenience of counselling services is ensured by displaying the list of official telephone contacts that applicants can reach out to immediately. Regarding the selection process, the staff members will respond to questions via the study programme's telephone contact.

¹¹ see: <https://sosiologi.fisipol.ugm.ac.id/en/calon-mahasiswa-magister-sosiologi/> (last access June 26, 2025)

Selection procedure

To guarantee the qualification of prospective students, the Master programme selection procedure is carried out in two stages. The first stage of admission procedure in all study programmes is integrated at University level through the UGM website. Applicants must register and submit all required documents on the website. After that, the University will verify all documents. Eligible applicants proceed to the second stage at faculty level to undertake several substantive tests. Study programmes at FISIPOL can establish a specific test mechanism and scoring indicators based on each study programme's objectives. University, faculty and study programmes all together monitor, evaluate and update these admission procedures periodically.

Specifically, the **Master in Public Policy and Administration** has an additional selection process, namely submitting an essay and CV via the study programme's official email, as well as passing an interview test.

The selection process in the **Master in Public Policy and Management** is carried out by the faculty together with the study programme. The results are documented thoroughly and clearly in the Minutes and Verification Notes. The selection committee consists of the MPPM Study Programme Manager and lecturers. They will pay attention to many aspects, such as: (1) educational background (university of origin, accreditation status, and grade point average); (2) foreign language test score; (3) psychological test score. They will also screen particular criteria, i.e., the quality of writing (short essays) on public issues and public policies submitted in the registration. The quality of the writing is assessed against five indicators: (1) clarity of problem identification; (2) novelty of concept; (3) number and recency of references; (4) depth of analysis; and (5) consistency of thinking. Next, the selection committee invites prospective students for an interview. The notification is sent via personal email and confirmed via the MPPM hotline contact. Interviews are conducted online to make it easier for prospective students from outside the area. The interview lasts for 15 minutes, with four indicators: (1) academic experience; (2) motivation; (3) work orientation; and (4) practical experience of prospective students. Upon the completion of the interview, the selection committee calculates the interview score, essay score and general criteria score to determine the final score.

The **Master in Sociology** follows application procedure as defined by the University with an additional procedure at programme level. MSLG specifically requires applicants to submit additional documents including curriculum vitae, thesis proposal and motivation letter. After meeting all the administrative requirements, successful applicants will be invited for an interview with the selection committee at programme level. Members of the committee include the Head of Department, Head of Master Programme and Coordinator of International Programme (Double Degree), who will make the final decision.

Ensuring foreign language proficiency

The University set a minimum score for English proficiency in the admission process for Master programmes. This minimum score is determined by the basic need for research, publication and other academic activities. The proof of this ability is the result of one of the following tests:

1. UGM's Academic English Proficiency Test (AcEPT) with a minimum score of 149,
2. Pusat Layanan Tes Indonesia's (PLTI) Test of English Proficiency with a minimum score of 401,

3. British Council/IALF/IDP's International English Testing System (IELTS) with an overall minimum score of 4.0,
4. Indonesian International Education Foundation's (IIEF) Internet-Based TOEFL with a minimum score of 30,
5. IIEF's Institutional Testing Programme (ITP) TOEFL with a minimum score of 400.

Furthermore, foreign language proficiency for double degree programmes is regulated by each study programme. For the Double Degree programmes in the **Master in Public Policy and Administration**, as well as the **Master in Sociology**, prospective students must have a minimum IELTS score of 6.5.

The **Master in Public Policy and Management** has a regular minimum requirement of IELTS 5.0.

At faculty level, FISIPOL also offers several programmes to assist students in improving their foreign language competencies. Through a partnership between the School of Language and Linguistics, Melbourne University and the Career Development Centre (CDC), FISIPOL offers an essential skill programme in English, such as intensive writing and speaking. Through this programme, first-year students will learn English in small groups facilitated by the Melbourne University School of Language and Linguistics and trained tutors selected from FISIPOL's senior students. CDC also provides IELTS preparation, TOEFL preparation, and non-English linguistic classes, which are free and can be accessed by all students. In addition, FISIPOL also provides English study materials through the FISIPOL Digital Library (DigiLib), conducts international seminars, accepts foreign students and student exchanges, offers international guest lectures and collaborates with foreign universities.

Transparency and documentation of admission procedure and decision

The admission procedure is uploaded onto the University's and department's websites and social media. The admission is centralised in an online portal by the University where the applicant can see their progress, history and results anytime. Besides, applicants also receive an email regarding their admission process and the decision of whether they have been accepted or not. As the output of the admission process, the assessed applicants are listed based on ranks and stored in a confidential document. This information is not disclosed to applicants, but if it is necessary and applicants wish to see it, the rank will be shown. Each study programme also provides a communication line where applicants can find further information regarding their admission decision.

The entire assessment process in the study programme (also regarding interviews and essays) is recorded and documented. In case of an appeal, the entire process can be traced.

Appraisal:

The admission requirements are defined and comprehensible, covering GPA as well as language skills. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service at the University, for clarification of specific questions, of personal aptitude and of career perspective. Personal dialogue

between applicants and the University is provided by defined office hours, by telephone and via e-mail.

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

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). However, if the study programmes have the ambition to support the University in becoming world-class, they need to set a higher standard (such as 4.5 IELTS rating for the Master programmes). For the **Master in Public Policy and Management**, an English language proficiency of IELTS 5.0 is already required. Therefore, the panel **recommends** increasing the required language proficiency in the future for the **Master in Public Policy and Administration**, as well as for the **Master in Sociology**.

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

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

3. Contents, structure and didactical concept of the programmes

3.1 Contents

Master in Public Policy and Administration (MPPA)

There are two concentrations in the MPPA study programme. To complete these studies, students must take 81 ECTS credits consisting of compulsory courses, concentration courses (public governance or digital governance) and elective courses. MPPA uses the 2022 curriculum with 81 ECTS credits, in line with the provisions of Minister of Education and Culture Number 53 of 2023 concerning Quality Assurance in Higher Education.

Table 7: Study concentration in MPPA

No.	Study Concentration	Number of courses/credits					Total
		Compulsory Study Programme	Compulsory Concentration	Elective Study Programme	Final Assignment	Soft skills	
1	<i>Public Governance</i>	7 courses / 21 credits / 37,8 ECTS	3 courses / 9 credits / 16,2 ECTS	2 courses / 6 credits / 10,8 ECTS	1 thesis / 8 credits / 14,4 ECTS	1 courses / 1 credits / 1,8	14 courses / 45 credits / 81 ECTS
2	<i>Digital Governance</i>	7 courses / 21 credits / 37,8 ECTS	3 courses / 9 credits / 16,2 ECTS	2 courses / 6 credits / 10,8 ECTS	1 thesis / 8 credits / 14,4 ECTS	1 courses / 1 credits / 1,8	14 courses / 45 credits / 81 ECTS

The conceptual coherence between the learning process and study programme objectives can be traced through the design of the courses. The following table presents the coherence between the concentration courses and the study programme objectives in accordance with the curriculum manual.

Table 8: Relevance of concentration courses in MPPA to study programme objectives

Public Sector Management (Public Governance):		Digital Governance Management (Digital Governance)	
Concentration Courses	Relevance to Goals	Concentration Courses	Relevance to Goals
Human Resources Management for the Public Sector	(problem solver, innovative) Training prospective leaders to manage human resources, which are the main asset for the public sector	Digital Governance	(innovative, sensitive to change) Training potential leaders to move quickly to keep up with increasingly rapid technological developments

Financial Management for the Public Sector	(innovative, ethical) Training prospective leaders to be transparent and accountable in managing public sector finances	Smart City Management	(innovative, collaborative, problem solver) Training prospective leaders to think comprehensively and innovatively to solve public problems
Strategic Planning for the Public Sector	(collaboration, problem solver) Training prospective leaders to think logically and comprehensively and be able to find solutions to every problem	Business Processes and Digital Public Services	(ethical, problem solver) Training prospective leaders to be innovative in providing services to the community in a constantly moving environment

Table 9: Curriculum Master of Public Policy and Administration

1st Semester								
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester (ECTS)					Workload	
		1.	2.	3.	4.		Hours in Class	Hours Self-Study
SPPP	Compulsory Courses	37,8					283,5	661,5
SPAP221105	Public Policy Analysis	5,4					40,5	94,5
SPAP221104	Data Analysis for Public Administration	5,4					40,5	94,5
SPAP221102	Economic for Public Sector	5,4					40,5	94,5
SPAP221103	Public Sector Leadership and Innovation	5,4					40,5	94,5
SPAP221222	Risk Management and Public Sector Performance Audit	5,4					40,5	94,5
SPAP221106	Public Administration Research Methods	5,4					40,5	94,5
SPAP221101	Public Administration and Governance	5,4					40,5	94,5

2nd Semester							
Elective Courses			10,8			81	189
SPAP221213	Regulatory Impact Assessment		5,4			40,5	94,5
SPAP221215	Political Economy of Development		5,4			40,5	94,5
SPAP221216	Poverty Alleviation Policy		5,4			40,5	94,5
SPAP221217	Development Strategy in Indonesia		5,4			40,5	94,5
SPAP221218	Disaster Management		5,4			40,5	94,5
SPAP221220	Globalization and Decentralization		5,4			40,5	94,5
Concentration Course 1: Public Governance			16,2			121,5	283,5
SPAP221107	Human Resource Management for the Public Sector		5,4			40,5	94,5
SPAP221208	Financial Management for the Public Sector		5,4			40,5	94,5
SPAP221209	Strategic Planning for Public Sector		5,4			40,5	94,5
Concentration Course 2: Digital Governance			16,2			121,5	283,5
SPAP221110	Digital Governance		5,4			40,5	94,5
SPAP221211	Smart City Management		5,4			40,5	94,5
SPAP221212	Business Processes and Digital Public Services		5,4			40,5	94,5

3rd Semester							
Compulsory Course				16		13,5	391,5
SPPP211232	Master's Theses			14			360
	Soft Skill			1,8		13,5	31,5
4th Semester							
Compulsory Course				14,4			360
SPPP211233	Master's Theses			14,4			360
total		37,8	27	16,2		499,5	1525,5
		81					

Master in Public Policy and Management (MPPM)

The 2021 Curriculum Design for the MPPM Study Programme is implemented based on two concentrations, namely public policy and public management. The core subjects are delivered mainly in the second semester and include Policy Analysis, Policy Implementation and Evaluation Design, Policy Conflicts, Policy Changes and Policy Communication and Advocacy. These courses provide students with essential tools and frameworks for advanced policy formulation, analysis, evaluation and advocacy.

Table 10: Study concentration in MPPM

No.	Study Concentration	Number of courses/credits				
		Compulsory Study Programme	Compulsory Concentration	Elective Study Programme	Thesis	Total
1	Public Policy	5 courses/ 15 credits / 27 ECTS	5 courses/ 15 credits / 27 ECTS	2 courses/ 6 credits / 10.8 ECTS	9 credits / 16.2 ECTS	45 credits / ECTS 81
2	Public Management	5 courses/ 15 credits / 27 ECTS	5 courses/ 15 credits / 27 ECTS	2 courses/ 6 credits / 10.8 ECTS		

Table 11: Curriculum 2021 Master in Public Policy and Management

1st Semester							
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
SPPP	Compulsory Courses	27				175	420
SPMK211101	Publicness	5,4				35	84
SPMK211102	Theory of Public Management	5,4				35	84
SPMK211103	Theory of Public Policy	5,4				35	84
SPMK211104	Qualitative Methods	5,4				35	84
SPMK211105	Quantitative Methods	5,4				35	84
2nd Semester							
Course Bundle for Public Policy Concentration			27			175	420
SPMK211201	Policy Formulation		5,4			35	84
SPMK211202	Public Policy Analysis		5,4			35	84
SPMK211205	Policy Change		5,4			35	84
SPMK211203	Strategic Management		5,4			35	84
SPMK211204	Public Planning and Budgeting		5,4			35	84
Course Bundle for Public Management Concentration			27			175	420
SPMK211206	Human Resource Management		5,4			35	84
SPMK211207	Leadership		5,4			35	84
SPMK211210	Public Governance		5,4			35	84
SPMK211208	Policy Implementation Design and Evaluation		5,4			35	84
SPMK171204	Policy Conflict		5,4			35	84
Elective Course (student takes two course)			10,8			70	168
SPMK211107	Collaborative Governance		5,4			35	84
SPMK211109	Big Data for Public Organization		5,4			35	84
SPMK211110	Gender Mainstreaming		5,4			35	84
SPMK171120	Public Private Partnership (PPP)		5,4			35	84
3rd Semester							
Compulsory Course				5,4		10	125
SPMK211114	Intensive Preparation for Research Proposal			5,4		10	125

4th Semester						
Compulsory Course					10,8	462
SPMK211114	Master's Thesis				10,8	462
Total		27	37,8	5,4	10,8	430
		81				

At the time of the accreditation procedure, the MPPM is experiencing a curriculum transformation by introducing the 2024 Curriculum that aimed at bolstering student competencies in public policy. This updated curriculum introduces a studio model and a semi-block system, particularly for coordinating project-based learning and additional training. Whereas the 2021 Curriculum demanded the completion of 45 SKS credits (equivalent to 81 ECTS credits), the 2024 version requires 67 SKS credits (120 ECTS credits). Nevertheless, this augmentation in SKS credits from 45 to 67 neither equates to a higher quantity of courses nor implies an increase in classroom time or lengthened session durations. Instead, this modification seeks to more accurately recognise students' actual workload and effort in their educational pursuits. Both curricula were assessed by the expert panel.

The rise in course credits signifies a broadening of the learning experience, which now encompasses skill-enhancement training and project-based learning in addition to the conventional lectures. These activities are carefully structured and coordinated using a studio model and semi-block system. The studio setup is particularly effective in advancing project-based learning and skill development, cultivating graduates' expertise as policy scientists, analysts, and advocates. This educational strategy immerses students and faculty in the practical realities of policymaking, bridging theory with real-world application. It is particularly beneficial for students either embarking on their professional careers or seeking to enhance their skills for reintegration into the workforce.

Table 12: Curriculum 2024 Master in Public Policy and Management

1st Semester							
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
SPPP Basic Compulsory Courses		39,4				235	750
SPMK211101	Publicness & Public Sector Governance	7,2				45	135
SPMK211102	Theory of Public Management	7,2				45	135
SPMK211103	Theory of Public Policy	7,2				45	135
SPMK211104	Qualitative Methods	8,9				50	172,5
SPMK211105	Quantitative Methods	8,9				50	172,5
2nd Semester							
Core Compulsory Courses			36			225	675
SPMK211202	Public Policy Analysis		7,2			45	135
SPMK211208	Policy Implementation Design and Evaluation		7,2			45	135
SPMK211205	Policy Changes		7,2			45	135

SPMK	Communication and Policy Advocacy		7,2			45	135
SPMK171204	Policy Conflicts		7,2			45	135
3rd Semester							
Compulsory Course				21,6		70	470
	Policy Analyst						
SPMK211204	Development Planning Policy			5,4		35	100
SPMK211206	Public Sector Human Resources and Financial Management Policies			5,4		35	100
	Policy Scientist						
SPMK2	Development of Policy Innovation			5,4		35	100
SPMK	Institutional Theory in Policy Studies			5,4		35	100
	Policy Advocate						
SPMK4	Political Economy of Public Policy			5,4		35	100
SPMK	Social Policy			5,4		35	100
SPMK	Internship			10,8			270
4th Semester							
Compulsory Course					23		575
SPMK211114	Master's Thesis				23		575
Total							
		39,4	36	21,6	23	530	2470
				120			

Master in Sociology (MSLG)

All courses of the MSLG reflect the strategic orientation to achieve the programme objectives. In addition to basic competencies in sociological theory and methodology, the programme organised its strategic orientations in three clusters/focused competencies: 1) Media and Digital Humanities, 2) Identities and Global Citizenship, and 3) Sociology and Social Policy.

Table 13: Study concentration in MSLG

Program me	Concentration	Number of Credits				
		Compulsory programme	Compulsory Concentration	Electives	Thesis	Total
Regular	1) Media and Digital Humanities	5 courses/15 credits /27 ECTS	4 courses/12 credits /21,6 ECTS	3 courses / 9 credits / 16,2 ECTS	9 credits / 16 ECTS	45 credits / 81 ECTS
	2) Identities and Global Citizenship					
	3) Sociology and Social Policy					
Double degree	Sociology and Social Policy	Package: 12 courses/36 credits /64 ECTS			9 credits/ 16 ECTS	45 credits/ 81 ECTS

The MSLG designs the curriculum to support graduate employability nationally and globally. For example, results from the tracer survey have shown that MSLG graduates work in various sectors as social analysts, social researchers, consultants on social issues, educators in social sciences, community development practitioners and social planners. The listed course components (compulsory and elective) align with the ELO and are relevant to graduates' work competence.

In case that the Double Degree programme is chosen, the students study a fifth semester at the University of Melbourne and takes additional courses in Social Research Design and Evaluation, Comparative Social Policy, Project-based Analysis, Foundations of Social Policy, Contemporary Social Problems and Social Policy Internship.

Table 14: Curriculum Master in Sociology

1st Semester							
Modul No.	Title of Module / Course Unit + Compulsory or elective	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
SPSL	Compulsory Courses	10,8				56	182
SPSL211 109	Classical and Contemporary Sociological Theory	5,4				28	91
SPSL211 104	Quantitative Research Method	5,4				28	91
	Social Policy (with international exposure)					56	182
SPSLD211101	Sociological Theory 1	5,4				28	91
SPSLD211102	Research Method 1 (Qualitative)	5,4				28	91
SPSL	Elective course in analysis	16,2				84	273
	Media & Digital Humanities					56	82
SPSL211 116	Digital Humanities	5,4				28	91
SPSL211 115	Political Economy of Digital Media	5,4				28	91
	Identity & Global Citizenship					56	82
SPSL211 112	Conceptual Framework of Identity and Citizenship	5,4				28	91
SPSL211 113	Diversity, Democracy, and Social Movement	5,4				28	91
	Sociology & Social Policy					56	82
SPSL211 110	Political Economy of Social Policy in Indonesia	5,4				28	91
SPSL211 111	Social Policy: Concept and Issue	5,4				28	91
	Social Policy (with international exposure)					112	364
SPSLD211103	The Political Economy of Social Policy	7,2				28	91

SPSLD211104	Social Policy: Concept and Issue	5,4				28	91
SPSLD211105	Social Policy and Development	5,4				28	91
SPSLD211106	The Future of Work	5,4				28	91
2nd Semester							
SPSL	Compulsory Courses		21,6			112	364
SPSL211 221	Critical and Postmodernism Theory		5,4			28	91
SPSL211 216	Qualitative Research Method		5,4			28	91
SPSL211 219	Research Plan and Preparation Seminar		5,4			28	91
	Social Policy (with international exposure)					84	273
SPSLD2 11201	Sociological Theory 2		5,4			28	91
SPSLD2 11202	Research Method 2 (Quantitative)		5,4			28	91
SPSLD2 11206	Research Proposal Seminar		5,4			28	91
SPLS	Elective course in analysis		16,2			84	273
	Media & Digital Humanities					56	182
SPSL211 205	Digital State and Global Society		5,4			28	91
SPSL211 207	Cyber Society and Digital Culture		5,4			28	91
	Identity & Global Citizenship					56	182
SPSL211 202	Sociology of Religion, Identity, and Citizenship		5,4			28	91
SPSL211 204	Global Mobility, Citizenship, and Youth Culture		5,4			28	91
	Sociology & Social Policy					56	182
SPSL211 201	Gender, Inclusion, and Social Justice		5,4			28	91
SPSL211 202	Labor and Social Policy		5,4			28	91
	Social Policy (with international exposure)					84	273
SPSLD211203	Gender, Inclusion, and Social Justice		5,4			28	91
SPSLD211204	Labor and Social Policy		5,4			28	91
SPSLD211205	Social Policy Analysis		5,4			28	91
3rd Semester							
SPLS	Compulsory Courses					14	284,5
SPSL211 122	Thesis			16,2		14	284,5
4th Semester							
SOCI	Compulsory Courses				16,2	14	284,5
SPSL211 122	Thesis				16,2	14	284,5
total		27	37,8	16,2		364	1661
		81					

Rationale for degree and programme name

The naming of study programmes is regulated nationally through the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 39 of 2021. Article 2, paragraph (1) of this regulation states that the naming of study programmes is based on the learning achievements of the graduates.

In line with these regulations, the naming of study programmes and the awarding of degrees at UGM are proposed by the faculty in accordance with each study programme's curriculum. The proposed name of the study programme must also be approved by the UGM Academic Senate through a Plenary Meeting. The naming of study programmes at Universitas Gadjah Mada is regulated by the Rector's Decree No. 1315/UN1.P/KPT/Hukor/2023 concerning the Naming of Study Programmes at UGM. The official names and titles of the three study programmes are as follows:

1. Master in Public Policy and Administration: *Magister Ilmu Administrasi Publik*, MPPA (Master of Public Administration)
2. Master in Public Policy and Management: *Magister Manajemen dan Kebijakan Publik*, MPP (Master of Public Policy), as stipulated in the Universitas Gadjah Mada Chancellor's Decree No. 1315/UN1.P/KPT/HUKOR/2023.¹²
3. Master in Sociology: *Magister Sosiologi*, M.A (Master of Arts)

Integration of theory and practice

In the **Master in Public Policy and Administration** (MPPA), all courses are designed to encompass theoretical aspects. The development of the subject also considers practices emerging in the field. The connection between theory and practice is built through the following activity designs:

1. Encouraging students to understand the theory and use it to analyse empirical phenomena and, vice versa, through essay writing assignments and group discussions outside of class;
2. In the learning process, the lecturer brings case illustrations to understand how theory and practice work;
3. Conducting a field study to relevant agencies, such as the centre of Policy Studies and public service agencies;
4. Assigning essay writing that is based on field facts/analysis of field facts;
5. Opening internship opportunities where students apply their knowledge as expert assistants in the Education and Training Division and research assistants at the Institute of Governance and Public Affairs.

This design guarantees the achievement of student characters in accordance with the study programme objectives.

¹² This decree serves as the second revision to the previous Chancellor's Decree No. 1286/UN1.P/KPT/HUKOR/2022, specifically concerning the formal naming of study programmes at the HEI (MPPM is listed under Appendix IV, column 8, number 31).

Table 15: Integration of Theory and Practice in MPPA Study Programme Learning Activities

Students' qualification	Graduate learning outcomes	Integration of Theory into Practice				
		Case illustration	Group discussion	Field study	Case study	Internship
Ethics and affection	Demonstrating professional behaviour within the framework of national diversity (S1)		v			v
Science dan Knowledge	Identifying public problems and communicating evidence-based solutions (P1)	v	v	v	v	
Know-How	Leading and managing change (KU1)		v	v	v	
Skill	Utilising digital technology for the benefit of organisations and society (KK1)			v	v	v

In the **Master in Public Policy and Management (MPPM)**, the integration of theory and practice is facilitated using a studio model outlined in the 2021 Curriculum and further developed in the 2024 Curriculum through a more systematic approach. This integration is achieved via project-based learning activities in the main courses, such as publicness, public governance, policy change, policy communication, public policy theories, and policy analysis, tailored to each course's unique features, goals and learning outcomes. For instance, in policy change and public governance courses, project-based learning involves conducting mini-research based on secondary data or field studies, which then progresses to analysing the findings and proposing solutions.

Table 16: Integration of Theory and Practice in MPPM Study Programme Learning Activities

No	Skills	Practical Objectives	Courses to Achieve Practical Objectives	Examples of Learning Activities to Support Practical Application of Theory
1.	Organizational skills	Able to organize activities and resources	- Public Management Theory - Strategic Management, - Public Planning and Budgeting - Human Resource Management	- Public lectures by practitioners on human resource development - Talent management in organizations using a case-based learning activities approach

2.	Research innovation	• Able to manage technology for problem-solving • Able to analyse and interpret quantitative and qualitative data for problem-solving	• Qualitative Method • Quantitative Methods • Big Data for Public Organisations	Facilitating supplementary training sessions, including NVivo workshops, sessions on writing scientific articles and journal publications, workshops on ethics in writing, and training on utilizing artificial intelligence (AI) in academic research
3.	Public issues analysis	• Able to articulate public values • Able to manage public issues	• Public Planning and Budgeting • Policy Conflicts	• Case-based learning through the examination of financial reports and the analysis of budgetary performance in government and relevant non-government organizations. • Analysing policy conflicts based on real empirical cases and proposing solutions for conflict resolution

No	Skills	Practical Objectives	Courses to Achieve Practical Objectives	Examples of Learning Activities to Support Practical Application of Theory
4.	Policy brief writing skills	Able to analyse public policies	• Public Policy Analysis • Big Data for Public Organisations	• Conducting public lectures with practitioners from institutions like the Ministry of State Apparatus Empowerment and Bappenas, focusing on public policy analysis • Organising various supplementary training courses, such as workshops on social media data analytics, big data analysis, and crafting policy briefs

5.	Creative problem-solving	Able to define and solve problems	• Policy Change • Human Resource Management • Policy Analysis	Implementing project-based learning through mini-research on national and regional policy changes, involving interviews and FGDs with practitioners. Workshops and public seminars featuring relevant practitioners serve as platforms for students to propose policy improvements and change management strategies
6.	Collaborative mindset	Able to build networks	• Publicness • Leadership • Public Governance	Conducting a Publicness Forum through FGDs with cross-sector actors (government and non-government) on strategic topics like waste management advocacy and the rights of individuals with disabilities and
7.	Lobbying & Advocacy	• Able to design and manage public policy advocacy • Able to manage and lead change in the public sector	• Public Policy Analysis • Policy Change • Policy Conflict	Hosting a webinar on policy change, connecting student groups who have analysed specific case studies with the relevant policy practitioners and stakeholders

In an alternative approach used in the Publicness course, focus group discussions (FGDs) known as Publicness Forums are held. This forum seeks to champion the rights of marginalised communities, including individuals with HIV/AIDS, people with disabilities, ethnic minorities and survivors of sexual violence. The Publicness Forum aims to promote reform in relevant government institutions across policy, programme and procedural levels, thereby enhancing the recognition and support for the rights of the scrutinised underrepresented groups.

Many courses in the **Master in Sociology** (MSLG) balance theoretical comprehension with skill acquisition. The following table provides an example of how theoretical and practical dimensions are integrated within a specific subject course.

Table 17: Integration of Theory and Practice in MSLG Study Programme Learning Activities

Course example	Programme Expected Learning Objectives (ELO)		Integration between the theory and practice
	Programme general competence	Programme specific competence	
Social Policy: Concept and Issues	Mastering sociological and social theories, and social research	Able to analyse social policies critically and comparatively	Half of the semester focuses on understanding the conceptual framework
	methods to examine social issues critically Mastering the application of sociological and social theories, and interdisciplinary approaches to respond actively to humanitarian and life issues at local, national and global levels Mastering the management of social change Mastering academic principles and ethics	Able to formulate social policy options for social justice Able to formulate struggle strategies to realize inclusive and equal citizenship Able to communicate, network and collaborate based on empathetic and emancipatory values to solve humanitarian and life problems	and theories of social policy, as well as its relation to selected themes, including poverty, education, and employment. The practical dimension is included in the second half of the semester by conducting fieldwork and formulating a case study from visiting a specific site (herein Desa Prima, a village that has best practices in conducting community development programmes). Students apply theories and evaluation methods to assess the implementation of the women's economic empowerment programme in the village. This assignment was conducted as a group project, where students presented findings to faculty members and the programme implementers.

Interdisciplinary thinking

As potential leaders, graduates of the **Master in Public Policy and Administration (MPPA)** must have multidisciplinary analytical skills. This multidisciplinary character can be seen from each course which is related to each other and contains more than one discipline of knowledge. Leveraging on strategic issues, the scientific disciplines related to each course intersect with each other, as shown in the following table.

Table 18: Multidisciplinary in MPPA Courses

Subject	Discipline			
	Economy	Social Politics	Technology	Environment
Smart City Management	v	v	v	v
Poverty Alleviation Policy	v	v	v	
Public Sector Leadership and Innovation	v	v	v	v
Public Administration and Governance	v	v	v	v
The Political Economy of Development	v	v		v
Public Sector Human Resources Management	v	v	v	

Smart city management is one of the courses that integrated interdisciplinary thinking such as economics, social politics, technology and environmental sciences. Economically, it optimises resource allocation, enhances residents' quality of life, and fosters the growth of the digital economy. From a social-political perspective, it promotes public participation through digital platforms, strengthens democratic processes, and ensures equitable technological benefits. Technologically, it leverages IoT, big data and AI to improve urban services and emphasises cybersecurity. Environmentally, it focuses on sustainability by reducing carbon footprints, utilising renewable energy and employing real-time environmental monitoring.

The multidisciplinary approach of the **Master in Public Policy and Management (MPPM)** is in harmony with its mission, developed through employing quantitative, qualitative or mixed-method research strategies, enhancing managerial competencies, fostering awareness of public values and promoting congruence with public interests. Studio-based learning and thesis writing use diverse methodologies like case studies, ethnographic research, hermeneutic analysis and phenomenological study. Furthermore, this approach encompasses a broad spectrum of theoretical perspectives, including institutional theories, political economy perspectives, gender analysis, behaviourism and critical theories.

The case studies selected by the MPPM are aligned with the focus on public policy and management, providing insights into diverse public issues from the perspectives of public,

private, community and NGO sectors. Consequently, the learning activities are comprehensive and effective in equipping students with a broad understanding and interdisciplinary approach.

Table 19: Cross-Discipline Mapping of MPPM Study Programme Subjects

Subject	Cross-Disciplinary Studies				
	Politics	Social	Economy	Environment	Technology
Policy Analysis	v	v	v	v	v
Public Policy Theory	v	v	v	v	v
Big Data for Non-Profit Organizations	v	v	v	v	v
Publicness	v	v	v	v	v
Human Resource Management	v	v	v	v	v
Public Planning and Budgeting	v	v	v	v	v

Some of these courses are managed by examining cases in other courses and involving relevant stakeholders, such as policymakers in various public organisations and NGO activists. The objective is to provide students with expansive views, enabling them to administer public policy effectively and in line with the evolving dynamics of strategic issues.

An example of the integration between theoretical and practical dimensions in the **Master of Sociology** (MSLG) is through field fieldwork activities (visit to a rural-based community programme). Although the example shows that the fieldwork was conducted under a specific subject course, namely “Social Policy: Concept and Issues”, the learning process herein also involved interdisciplinary thinking where students can apply their knowledge in and from other courses such as “Gender, Inclusion, and Social Justice”, “Social Policy Analysis”, and “Qualitative Research Methods.” With that experience, students were required to think using an interdisciplinary approach, i.e., by synthesising analysis on poverty and women's agency and evaluating the government programme's implementations.

Ethical aspects

At national level, ethical aspects in higher education are regulated in Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Handling of Plagiarism in Higher Education, which was later updated with Minister of Education and Culture, Research and Technology Regulation Number 39 of 2021, which states that higher education leaders are responsible for fostering the value of academic integrity in producing a scientific work. In

line with this, UGM has issued UGM Chancellor's Regulation Number 16 of 2018 concerning Authorship Ethics. One of the ways is through checking plagiarism using AiMOS (Academic Integrity Monitoring System) or Turnitin software. All academic work must be submitted and reviewed by Turnitin before further assessment. In 2019, UGM also launched the Ethical Management and Integrity Strengthening programme as an effort to maintain, develop and institutionalise ethical and integrity standards.

At faculty level, Fisipol provides a Guide to Preventing and Handling Violations of Academic Integrity in Producing Scientific Work, which is regulated in the Fisipol Academic Guide Chapter XIII. This guide has also been published on the Fisipol website. Fisipol also has an anti-sexual harassment code of ethics that binds lecturers and students. In addition, students and staff are provided with education regarding this code of ethics through special seminars. If an incident occurs, students and staff are encouraged to access the reporting system and supporting facilities provided at faculty and University level. Any violation may result in dismissal and legal consequences.

Ethics are also introduced through the ethical regulations in academic writing delivered in special sessions and courses, i.e., Qualitative and Quantitative Research Methods and Research Development Plan and Seminar, as well as in trainings that cover topics such as techniques for academic writing and the principled use of artificial intelligence (AI) in educational, research and publishing activities.

Methods and scientific practice

In the **Master in Public Policy and Administration (MPPA)**, methodological competencies and the ability to do scientific work are acquired through:

1. The "Research Method" course aiming to train students' ability to think logically (following methodological logic);
2. Other courses with special sessions and assignments in the form of action research and problem-solving research using deductive and inductive approaches (including big data) aim to train students to improve their competency in the field of scientific thinking methodology.

The **Master in Public Policy and Management (MPPM)** curriculum ensures students attain ten competencies through project-based learning. Skill development is further enhanced by extensive training sessions in qualitative and quantitative research methods, utilising tools such as NVivo, SPSS, Stata and big data analysis software. Students also receive training in crafting policy briefs on particular public policy and management issues. This comprehensive approach prepares students to contribute to scientific publications and actively participate in policy advocacy efforts.

Students in the **Master in Sociology (MSLG)** acquire methodological competencies in both qualitative and quantitative method courses and topical courses such as "Social Policy Analysis" and "Cyber Society and Digital Culture". For example, in "Cyber Society and Digital Culture", students learn theories and concepts of digital culture and work in a group to design a positive social media campaign. This experience equips them with the skills needed to join the digital sector.. In "Social Policy Analysis", students learn methodological competencies and practical experience in project design, data collection and project evaluation skills that are transferrable in various development sectors.

Examination and final thesis

In the **Master in Public Policy and Administration (MPPA)**, the assessment methods used to assess graduate eligibility include class activities, mid-semester exams, final semester exams and graduation (thesis) exams.

1. Class activities: These are carried out by assessing student participation in the learning process through questions and answers, presentations and group projects.
2. Mid-semester and final exams: The exam methods include onsite, take-home exams, oral exams, paper assignments, or group projects.
3. Graduation exam: This requires students to write a Master's thesis with a manuscript length between 10,000-15,000 words under the guidance of a supervisor and defend the thesis in an oral examination.

In the **Master in Public Policy and Management (MPPM)**, every course includes at least two compulsory assessments: a mid-semester exam covering the initial half of the term and an end-of-semester exam. These evaluations can adopt various formats, encompassing traditional in-class exams, take-home essays, mini-research projects and case-based tests. In crafting these assessments, instructors adhere to the criteria outlined in the Semester Learning Programme and Activity Plan (RPKPS). Students receive their assessment outcomes and feedback individually via the SIMASTER system. To uphold fairness and transparency, students have the right to appeal their grades. In such instances, the lecturer(s) will demonstrate the grading process and outcomes transparently while ensuring the confidentiality of other students' personal data. This review process typically involves comparing the highest-scoring paper with the paper under appeal to clarify the assessment standards.

The **Master in Sociology (MSLG)** uses various models of examination for different courses, ranging from two-hour in-class exams (e.g., Quantitative Research Method), essay papers (e.g., Sociology of Religion, Identities and Citizenship), policy briefs (Social Policy and Development), individual or group presentations with feedback from practitioners (Social Policy: Concept and Issues) and individual or group project (Cyber Society and Digital Culture). Information about models of examination and criteria of assessment are available in each course's description.

Students of **all three programmes** must write a Master thesis. They begin crafting their thesis proposal concurrently with their Qualitative Methods and Quantitative Methods courses in the first semester. The study programmes offer mentorship for students who face challenges in proposal development. In the second semester, students are individually mentored by a supervisor designated by the Head of the Study Programme to enhance their proposal. After the proposal is deemed thorough and satisfactory, it gets the supervisor's nod for a seminar presentation in front of a panel selected by the Head of the Programme based on their research specialisation. The feedback received during this seminar, followed by necessary revisions, paves the way for the research phase. The thesis examination ensues once the supervisor validates the completeness and readiness of the work for review. The student's thesis and presentation abilities are evaluated by a panel comprising three lecturers, including the supervisor. A minimum grade of 'B' signifies a pass, with students being given a chance for further revisions within a prescribed period. The examining team determines the final thesis grade based on the extent of the student's refinements. Students not meeting the passing criteria are required to undertake extensive revisions or redo their research, followed by a subsequent re-examination with an improved manuscript.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programme. For the **MPPM**, both curricula were assessed by the expert panel. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The degree and programme names correspond to the contents of the curricula and the programmes' objectives.

Theory and practice are systematically interrelated throughout the curricula of **all three Master programmes**. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The programmes include internships, guest lectures, project-based learning, as well as invite experts from classes for workshops. Moreover, the work experience (e.g., in government administration) of students are included into classes. The panel suggest highlighting this more in the documentation of the study programmes.

There is evidence that the programmes qualify for interdisciplinary thinking.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. A mix of quantitative and qualitative methods is taught.

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

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

3.2 Structure

Indonesia uses a credit point system known as *Sistem Kredit Semester* (SKS). Based on the UGM Circular Letter Number 4732/UN1.P.I/Dir-PP/KR.01.02/2023 on Conversion and Calculation of the Semester Credit System into the European Credit Transfer and Accumulation System, SKS can be converted into the European Credit Transfer System (ECTS). 1 SKS consists of 170 minutes per week (50 minutes of face-to-face lectures, 60 minutes of structured academic activities, and 60 minutes of self-study activities) with 16 meetings per semester therefore 1 SKS is equivalent to 1.8 ECTS (25 hours).

Master in Public Policy and Administration

Projected study time	2 years / 4 semesters
Number of Credit Points (CP)	81 ECTS credits / 45 SKS credits
Workload per CP	1 ECTS = 25 hours
Number of courses	7 compulsory courses, 2 elective courses, 3 concentration courses, 1 soft skill course
Time required for processing the final thesis and awarded CP	2 semesters, 14.4 ECTS credits
Number of contact hours	499.5 hours

The regular MPPA programme consists of 45 credits, while the double degree programme is varied because it adapts to the provisions of partner universities. The study load is planned to be completed in four semesters, including writing a thesis.

Master in Public Policy and Management

	Curriculum 2021	Curriculum 2024
Projected study time	2 years / 4 semesters	2 years / 4 semesters
Number of Credit Points (CP)	81 ECTS credits / 45 SKS credits	120 ECTS credits / 67 SKS credits
Workload per CP	1 ECTS = 25 hours	1 ECTS = 25 hours
Number of courses	5 compulsory courses, 5 concentration courses, 2 elective courses, 1 research seminar	- 2 methodology courses (5 credits/ ~8.9 ECTS per course; total: 10 credits/ ~17.9 ECTS) - 3 basic courses (4 credits/ ~7.2 ECTS per course; total: 12 credits/ ~21.5 ECTS) - 5 core courses (4 credits/ ~7.2 ECTS per course; total: 20 credits/ ~36 ECTS) - 2 specialization courses (3 credits/ ~5.4 ECTS per course; total: 6 credits/ ~10.7 ECTS) - Internship (6 credits/ ~10.8 ECTS) - Thesis (13 credits/ ~23.3 ECTS)

Time required for processing the final thesis and awarded CP	1 semester, 16.2 ECTS credits, research proposal workshop, data collection, analysis, and thesis writing are all conducted in semester 4	1 semester, 23 ECTS credits, six months, consisting of: - Three weeks for research proposal preparation in semester 1 - Ten weeks for research proposal seminar, data collection, and data analysis workshop through the Internship Programme conducted in semester 3 - Twelve weeks for an intensive thesis writing workshop in semester 4 (not including thesis examination and revision)
Number of contact hours	430 hours	530 hours

The MPPM underwent a curriculum transformation. The difference between the 2021 curriculum and the 2024 curriculum lies in the emphasis on project-based learning. The number of credits has increased from 45 to 67 credits without notably increasing the number of courses. The credits for some courses are adjusted to give more appropriate credits for project-based learning activities and skills training. The credit allocation for thesis writing has also been expanded, recognising the substantial time required by students to develop proposals, conduct thorough research and analysis, write the thesis and engage in comprehensive discussions with their supervisor.

Master in Sociology

Projected study time	2 years / 4 semesters
Number of Credit Points (CP)	81 ECTS credits / 45 SKS credits
Workload per CP	1 ECTS = 25 hours
Number of courses	6 compulsory courses, including a thesis, 4 compulsory concentration and 3 elective courses
Time required for processing the final thesis and awarded CP	1 semester, 16,2 ECTS credits
Number of contact hours	364 hours

The number of credits and study workload follows The Faculty Academic Regulations for Master Programmes by coursework. Based on the national credit standard or SKS, the total workload ranges between 40 and 50 credits with a duration between two and four semesters. The MSLG Study Programme's structure consists of six compulsory courses, including a thesis and seven elective modules (the courses are listed in the appendix). The MSLG offers three concentrations of subject areas for students who are enrolled in regular programmes. In addition to the programme's compulsory courses, each concentration also has specific compulsory courses, which are also available as elective courses for other concentration. For example, students who are interested in taking Media and Digital Humanities as their primary interest must take four compulsory courses under this concentration, namely Digital

Humanities, The Political Economy of Digital Media, Digital State and Global Society and Cyber Society and Digital Culture. These four courses are available as elective courses for students taking other concentrations of study areas. In addition, the students from the concentration of Media and Digital Humanities may choose three courses from other concentrations as their electives. However, the rule is different for students who enrol in a Double Degree programme. In this case, there is only one concentration available: the Social Policy, with courses designed as a package. Despite the differences, all programmes have practical components and are also integrated subject areas, e.g., “Research Methods”, “Social Policy Analysis,” and “Social Policy: Concepts and Issues”.

At the end of 2023, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) set new standards for master programmes, including adding course credit workload between 54 and 72 SKS, equal to 97.2 and 129.6 ECTS, respectively (Ministry Regulation *Permen* 53/2023). Based on a preliminary internal discussion with the faculty members in January 2024, the MSLG plans to increase workload from 45 to 56 SKS (100.8 ECTS) and discuss the options for distributions of the additional credits. The plan has yet to be finalised and needs to go through a series of discussions and approval from the University for the implementation.

Study and exam regulations

Study and examination guidelines are stated at national level in the Minister of Education and Culture Regulation No. 3 of 2020. At UGM, it is regulated in UGM Chancellor's Regulation Number 11 of 2016 concerning Postgraduate Education, which is then downstream to the faculty level in the Academic Guidelines For Master's Programme. The guidelines define the study programme's goals, student intake, duration of the study, curriculums, academic systems and learning methods, study evaluations and assessments, examination rules, grading rules, programme's major selection procedures, thesis writing, academic leaves, graduations, index point average, cross studies (cross study programmes and faculties).

Each module comprises 12 to 16 sessions/semester, including mid-semester and final examinations. The three study programmes are lecture-based masters (by coursework). In this scheme, students are required to take all compulsory and elective courses specified in the curriculum with a greater proportion of lectures than research. Students must attend at least 75% of the course session to be eligible for examination. Methods of examination may vary, such as research reports, essays or academic papers and written examinations taken in a classroom. Midterm and final examinations are conducted in specified periods, the week of the 7th and 16th of the semester, respectively. The final grade will be made available at a specific time. Assessment of learning outcomes is carried out by lecturers, which includes accumulated test scores, activeness in class, assignments, discipline and academic integrity.

Table 20: FISIPOL grading system

Letter Grade	A	A-	A/B	B+	B	B-	B/C	C+	C	C-	C/D	D+	D	E
Weight Grade	4	3,75	3,5	3,25	3	2,75	2,5	2,25	2	1,75	1,5	1,25	1	0
Score	100 - 90	89 - 85	84 - 80	79 - 75	74 - 70	69 - 65	64 - 60	59 - 55	54 - 50	49 - 45	44 - 40	39 - 35	34 - 30	<30

Feasibility of study workload

Completing studies in the **Master in Public Policy and Administration (MPPA)** requires 45 credits (81 ECTS). The MPPA student workload is designed so that the completion target is a minimum of 12 months. A maximum of 24 months is permissible. Thesis writing is often challenging, and students may have problems with their studies, so MPPA has counselling sessions facilitated by lecturers and tutors. Students can discuss with lecturers outside of class so they can obtain solutions to their problems. Tutors may also play a role by conducting discussions on course subjects and providing tutorials on the technicalities of thesis writing. Moreover, MPPA has formed a task force to help students with difficulty completing their studies (Thesis Coaching Clinic). This method has been effective in encouraging students to complete their theses more quickly, hence reducing the dropout rate.

Under the 2021 curriculum of the **Master in Public Policy and Management (MPPM)**, students are required to complete 15 SKS credits, equivalent to 27 ECTS credits, in the first semester. The learning activities foster competencies such as conceptual and theoretical proficiency, analytical skills, problem-solving abilities and a comprehensive understanding of research methods. Additional skills like leadership, collaborative work, and public value management are also emphasised through project-based learning. In this phase, project-based learning guides and supports students in examining cases and addressing public issues collaboratively with policy practitioners or community managers. Upon analysing empirical cases, students are also expected to generate and articulate various research ideas in a thesis proposal. By the semester's end, students may have developed enough ideas to propose a thesis, allowing them the option to expedite their academic progress. The ECTS credits account for various learning activities, including lectures, course-related training, individual studies and collaborative project-based learning.

In the second semester, students are guided to choose a specialisation either in public policy or public management, enabling them to explore in-depth the methodologies and relevant discussions surrounding issues in public policy and management. This phase emphasises augmenting their comprehension and utilisation of both quantitative and qualitative research techniques, essential for policy analysis, evaluation, and proficient management of public organisations.

During the third semester, students engage in two elective courses totalling six credits, presenting their research proposal in a seminar, conducting their research and finalising their thesis writing. This structured timetable allows for a manageable and systematic distribution of workload. Should students face challenges, the Programme Head and academic team provide avenues for dialogue and problem-solving. Additionally, MPPM assigns tutors who are MPPM graduates to support students encountering difficulties in completing their final assignments

from the first semester onwards. This approach ensures that students have sufficient time and assistance to complete their studies within the designated two-year timeframe while also achieving the competencies outlined in the curriculum framework and meeting the expected learning outcomes.

The 2024 curriculum incorporates several modifications, aiming to acknowledge and fairly compensate student workload and effort by enhancing the credits allocated to courses and thesis writing. Additionally, it introduces a wider array of learning activities such as project-based learning and skills training, alongside traditional lectures. The implementation of a semi-block system aims to streamline project-based learning and skills training, ensuring a coordinated and efficient approach to prevent students from feeling overwhelmed by their various learning tasks.

The **Master in Sociology (MSLG)** complies with the national and faculty standard curriculum and workload for a Master's degree programme. The statistics suggest that the average duration for study completion in the past four years ranges between 2 and 2.2 years, as expected. A small proportion of students still need to complete the programme due to personal reasons, including family emergencies, economic hardship or prioritising work over study. Numerous student support services are available at the University, faculty and programme levels. They comprise both academic and general counselling, including mental health and well-being. Moreover, the Academic Engagement programme is established to provide more intensive support for students who have academic difficulties to finish their studies on time.

The latest student evaluation survey (EDOM) in 2023 included two questions related to course workload for each module and lecturer. The new questions include students' appraisal of course assignments and examination (quizzes) workloads. Findings from the survey suggest that the average score for assignment and examination workloads is 3.75 and 3.74, respectively (scale 1 and 4), indicating that students have positive responses towards study workload in the MSLG.

Equality of opportunity

UGM is committed to mainstreaming equality of opportunity among students and staff. This value is regulated in Chancellor's Regulation¹³ stating that student admission is based on fairness without distinguishing race, religion, gender, age, social status, physical condition and economic level. UGM Chancellor's Regulation No. 2 of 2023 also states that UGM provides access, support and flexibility to students with disabilities to develop their potential. Student recruitment at UGM is carried out nationally and opportunities are wide open for students from frontier, outermost and disadvantaged areas in Indonesia. In addition, UGM also provides various scholarships in collaboration with the government or other institutions to ensure that students from various regions and economic backgrounds have the same opportunities.

Affirmative efforts are made to ensure justice for all students with various backgrounds, such as disabilities and economic limitations. The details are as follows:

1. The University opens affirmation scholarship opportunities in collaboration with the Ministry of Finance of the Republic of Indonesia for students from affirmation areas, i.e., the frontier, outermost and disadvantaged areas in Indonesia.

¹³ No. 988 of 2014, amended by Chancellor's Regulation No. 11 of 2019

2. The University has issued a legal umbrella that firmly rejects all forms of harassment within the premises and institutions through UGM Chancellor's Regulation Number 1 of 2023 concerning the Prevention and Handling of Sexual Violence at Gadjah Mada University.
3. The University and faculties have provided facilities and infrastructure, including lifts, ramps for wheelchairs, lecture halls, libraries and study areas, as well as special toilets for students with disabilities.
4. The faculty is committed to creating a world where everyone can live with dignity and enjoy equal opportunities, regardless of their abilities or disabilities. To this end, the faculty holds the International Conference on Disability Rights (ICDR): Advancing Disability Rights – Disability Inclusive Development Reimagined. The faculty also provides sign language classes through its supporting unit, the Career Development Centre (CDC).
5. Fisipol supports the policy of preventing and handling sexual violence seriously through the formation of the Fisipol Crisis Centre (FCC) unit with respective guidelines.
6. The Health Promoting University Programme at University and faculty level was established in 2020. It includes the Task Force for Zero Tolerance for Violence, Bullying and Harassment and the Task Force for a Healthy, Safe and Disabled-Friendly Environment.

The implementation of equality of opportunity in the **Master in Public Policy and Administration** (MPPA) can be seen from the relatively balanced comparison between male and female students and the broad access provided for students from the economically disadvantaged areas.

Table 21: Gender ratio in MPPA

	2019	2020	2021	2022
Male	38 (53%)	25 (42%)	27 (59%)	7 (47%)
Female	34 (47%)	35 (58%)	19 (41%)	8 (53%)

The **Master in Public Policy and Management** (MPPM), in collaboration with the University and faculty, is committed to promoting gender equality and preventing discrimination in educational provision. Admissions are open to applicants from all provinces across Indonesia, ensuring equal opportunities.

Table 22: Gender ratio in MPPM

	2019/2020	2020/2021	2021/2022	2022/2023
Male	23 (55%)	41 (72%)	29 (55%)	26 (57%)
Female	19 (45%)	16 (28%)	24 (45%)	20 (43%)

Students are actively encouraged to engage with and be sensitive to issues of equality and non-discrimination, as reflected in the Publicness Forums' topics. MPPM upholds the belief that equality transcends the ratio of male to female students; it encompasses the broader commitment to addressing the concerns of marginalised groups, including women. The

programme emphasises issues like sexual violence, highlighting its dedication to fostering awareness and sensitivity towards equality, which remains a core priority of the MPPM. In addition to partnership arrangements, the MPPM actively seeks to provide the broadest opportunities for prospective students from underprivileged, border and remote areas across all regions of Indonesia.

Student enrolment in the **Master in Sociology** (MSLG) is based on merits with regulations specified by the University admission process and the faculty. In the past four years, the proportion of female students has ranged between 48% and 56% per cohort, suggesting gender equality. Currently, there is no student with a disability registered in the programme. However, should it be applicable, the University has established regulations related to the affirmative procedure of admission, the learning process and the examinations.

Students' characteristics in the MSLG Study Programme suggest variations in cultural background, marital status and economic conditions. Although the programme is formally delivered in Bahasa Indonesia, prospective international students may also apply through the University admission system. In 2021, the MSLG admitted one international student. To support the international students throughout the study period, they were allowed to submit all assignments, examinations and theses in English.

Meanwhile, in the Double Degree programme, all teaching activities and assignments, including the thesis, are conducted and written in English. The programme specifically targets government officials or staff members, partly due to a cooperation agreement between the university and the government institutions providing the funding. Starting in 2024, the MSLG Double Degree programme is listed under the LPDP scholarship, which means that the programme will be opened to the public for both national and international students. Moreover, prospective domestic students with financial difficulties may apply for scholarships provided by the Indonesian Government, such as LPDP and *Beasiswa Unggulan*. This support is expected to provide more access to higher education for students with limited financial resources.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload.

When it comes to the course descriptions, the panel remarks that there are outdated literature references in some of the descriptions of all three Master programmes. However, the panel had the impressions that the programmes do use up to date literature, since e.g., the University produces about 5,000 papers per year on their own. Therefore, an update of the course descriptions could be easily done. Moreover, the course learning outcomes in the course descriptions are not always outcome and competency-oriented with regard to what students should learn throughout the course of their studies.

Therefore, the panel recommends the following **condition**:

- The University

- e. updates the literature references (textbooks and journal articles) in the course descriptions.
- f. ensures that the course learning outcomes are formulated output- and competency-oriented.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with a grade distribution table.

The feasibility of the study programmes' workload is ensured by suitable curricula designs, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the UGM also takes into account evaluation findings, including student feedback and the success rate.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)				Condition	
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

The **Master in Public Policy and Administration (MPPA)** has implemented didactic methods and concepts that can facilitate the understanding, knowledge transfer and deeper comprehension of the teaching material. These teaching methods and concepts for each course have been prepared in the RPKPS, which combines interactive lecture methods, group and individual discussions, fieldwork and group projects. This method is considered highly effective in helping students understand teaching material as it combines a direct review of theory and practice. To facilitate understanding even further, public lectures are often held by inviting experts in certain fields so that students can ask directly about various phenomena related to the topic. In addition, they can also learn about the realities faced by actors in the field.

Table 23: An example of a Didactical Concept in “Economics for Public Policy”

Learning Outcome	Assessment Method			
	Class Participation	Group Project	Individual Assignment	Mid and Final Tests
Able to demonstrate professional behaviour in determining public policies that have an impact on the economy		v		v
Knowing and mastering theories, concepts, and roles in various economic perspectives for public policy	v		v	
Able to analyse economic issues and programmes in the public sector		v	v	v

The **Master in Public Policy and Management (MPPM)** employs learning approaches and principles designed to enhance comprehension, knowledge transfer and proficiency in course content. These methodologies, outlined in the RPKPS for each course, integrate interactive lectures, group discussions, mini-research and collaborative assignments within a project-based learning framework. Such methods have successfully facilitated students’ theoretical and practical understanding of the material. Public lectures with specialised experts are organised to expand students’ knowledge, allowing students to engage directly with practitioners and experts on various phenomena related to their study topics. This interaction helps students grasp the real-world challenges faced by professionals in the field.

Table 24: MPPM’s Learning Activities Structured Around Didactic Principles

Types of Learning Activities	Forms of Learning Activities	Courses
Lecture	• Guest lectures that offer students valuable insights from practitioners’ experiences in policy management and addressing specific public issues • Monthly research forum that serves as a platform for students to gain insights from lecturers’ research practices and experiences	• Public Policy Analysis • Human Resource Management • Policy Evaluation • Public Policy Theory • Qualitative Research Methods

Training	Skills training to support research and policy analysis capabilities, which include stematic literature review,	• Qualitative Research Methods • Quantitative Research Methods
	policy brief writing, SPSS, big data analysis, and NVivo.	• Big Data for Public Organizations
Project-based learning	FGD series ('Policy Forum') is an arena for student learning together with policy actors and stakeholders in studying public issues and advocating for management strategies that are considered more effective.	• Policy Change • Publicness

The **Master in Sociology** (MSLG) delivers various didactical concepts. All modules are used to combine different teaching methods, including lectures, implementation of various research methods (data collection, statistical analysis), fieldwork (e.g., site visits to communities and government agencies), case studies and individual and group assignments. These activities are integrated into the teaching and learning plan as written in the specific modules.

Table 25: Link between the Expected Learning Outcomes with Teaching and Learning Methods

Course example	Expected Learning outcomes (ELO)		Teaching and learning methods
	Programme general competence	Programme specific competence	
Social Policy: Concept and Issues	Mastering sociological theories, social theory, and social research methods to examine social issues critically Mastering the application of sociological theories, social theory, etc interdisciplinary to respond actively to humanitarian and life	Able to analyse social policies critically and comparatively Able to formulate social policy options for social justice	Lecture, fieldwork, group assignments (case studies and presentations)
	issues at local, national and global levels Mastering the management of social change Mastering academic principles and ethics	Able to formulate struggle strategies to realize inclusive and equal citizenship Able to communicate, network and collaborate based on empathetic and emancipatory values to solve humanitarian and life problems	

Course materials

The management and development of course materials consist of three stages, namely preparation, implementation and development. First, each lecturer prepares the lecture. More specifically, the preparation starts with preparing the curriculum, which is then translated into RPKPS and materials per face-to-face session. References used by RPKPS can be accessed at the university, faculty and libraries. Second, at the implementation stage, the lecturer delivers prepared material to students. This process will generate feedback for the curriculum, both in terms of perspectives and the latest phenomena. Third, the feedback is used as material for future curriculum development. Thus, the curriculum reflected in the form of RPKPS for the following year can be improved.

Lectures are conducted in line with the weekly topics outlined in the syllabus and RPKPS. Lecturers provide materials via a learning management system (LMS), including Google Classroom, focusugm.id, Microsoft Teams, and e-LOK, enabling students to access these resources for each session. Beyond the scheduled topics, the syllabus and RPKPS also feature articles that serve as supplementary references, highlighting current policy issues at both national and international levels. Facilitated by tutors or class assistants, these materials are transformed into discussion points, adaptable for use in online platforms, classroom settings, or small group discussions. Occasionally, students are expected to pre-read the lecture materials, ensuring they are well-prepared for upcoming lectures and discussions. Additionally, students can explore and utilise a wide array of literature from various scientific domains through the university's library services.

Through the Focus UGM website, students can access diverse learning materials spanning various scientific disciplines. These resources are organised to meet students' requirements and are categorised into basic skills, certified classes, registered classes, general lectures, and an uncategorised section for additional materials. This structured approach facilitates efficient and targeted learning, catering to the broad spectrum of students' academic and professional development needs.

Meanwhile, on the e-LOK website, an LMS developed by UGM, students can access educational content uploaded by lecturers and class assistants. This platform also allows for interactive engagement, enabling students to comment or engage in discussions with lecturers and class assistants within the forum section dedicated to each course, facilitating a collaborative and communicative learning environment.

Guest lecturers

Guest lecturers in the **Master in Public Policy and Administration (MPPA)** are needed to create an effective teaching-learning process because guest lecturers can provide new insights for students, invoke innovative thinking, introduce new approaches, and provide various examples from first-hand experience. Guest lecturers can also foster collaboration between academia and the professional world. Apart from practitioners, guest lecturers come from diverse backgrounds and are not always directly related to social and political sciences. This aims to take an interdisciplinary approach to understanding social phenomena for students. Furthermore, the material presented by guest lecturers often complements what has been prepared by the teaching team, with a greater focus on practical knowledge based on their experience in their respective fields. The inclusion of guest lecturers in this programme is part of the faculty's strategy to optimise the transfer of knowledge and practical skills to students.

The teaching team within the **Master in Public Policy and Management (MPPM)** extends beyond regular lecturers, incorporating experts from relevant fields to enrich the course content. For instance, specialists from the respective sectors are invited to share their insights in the Human Resource Management and Big Data for Public Organizations courses. In the Publicness course, experts from NGOs and policy sectors are often brought in to collaboratively address pressing public issues, such as improving the livelihood of local farmers, facilitating access to healthcare, advocating for gender equality for transwomen, promoting rights for individuals with disabilities, and refining HIV/AIDS policies at both regional and national levels. Moreover, the Public Policy Theory course benefits from international collaboration, engaging overseas lecturers with first-hand policy development experience.

The **Master in Sociology (MSLG)** invites guest lecturers from various backgrounds on a regular basis. All guest lecturers contribute to the student's learning process, linking their expertise and a specific subject's course. Most guest lecturers are academics (lecturers or researchers) who have experience at national and international levels. They are invited to share their research experience and discuss the relations of theories and academic practice, as well as academic writing and publications. The second largest group is government officials from local (e.g., village head) and national or state-level agencies (e.g., ambassadors or staff from various ministry offices). They discuss policymaking and policy outputs of various issues and levels at government agencies. Students also learn from practitioners, such as the private sector (corporate) and CSO, who provide insights about issues around the current situation in the work or employment sector and experience in working with communities.

Lecturing tutors

In the **Master in Public Policy and Administration (MPPA)**, lecturing tutors are selected through closed internal discussions by the study programme management team and appointed through the Decree of the Dean of the Faculty of Social and Political Sciences. Lecturing tutors help students by explaining material that is difficult to understand, providing advice in solving problems and explaining in detail the assignments given by the lecturer. Tutors also ensure the collection of student assignments, assess students' activities and assist lecturers by cross-checking and grading student assignments. This function not only helps students understand the material taught but also facilitates them to achieve appropriate academic standards in relevant courses. Through closer interaction with students, tutors are able to identify areas that require special attention and interventions to ensure that all students gain a sufficient and in-depth understanding of the material. Overall, the role of a course tutor in supporting and guiding students is one of the key elements to help students achieve maximum academic success.

The **Master in Public Policy and Management (MPPM)** provides a tutorial assistance scheme to enhance the student learning experience from both substantive and technical standpoints. Tutors support lecturers by distributing learning materials and facilitating class management, thereby ensuring the efficiency of educational activities. They contribute to making class and group discussions more dynamic and interactive. Tutors are also available to assist students facing challenges with course activities or understanding the material, extending their support beyond classroom settings to meet individual student needs. In addition to their educational support roles, tutors are responsible for completing the administrative tasks related to the implementation of each lecture, session or training activity. According to the Faculty Academic Regulations, a junior faculty member (lecturer with a master's degree) may become an academic tutor in the **Master of Sociology (MSLG)**. Their

responsibility includes assisting in the teaching-learning process through teaching activities or as lecturing tutors. To provide additional support to students, MSLG has also recruited non-faculty members as academic tutors. While students may seek advice regarding course materials from faculty and non-faculty tutors, the latter contribute to intellectual engagement outside the classroom. The non-faculty members also support thesis preparation, e.g., by discussing the research plan and obstacles in the process and serving as buddies in motivating fellow students. This engagement is expected to provide academic and non-academic support for students.

Appraisal:

The didactical concepts of the study programmes are described, plausible and oriented towards the programmes' 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 digitally accessible for the students. The panel had the impression that the teaching is much better than the materials suggested. Regarding the materials provided, there should be an update with regard to up-to-date and relevant literature. This should also be considered with regard to attracting international students.

Therefore, the panel recommends the following **condition**:

- The University ensures that all course materials are up-to-date and include relevant literature.

Guest lecturers are regularly invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work.

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

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

3.4 Internationality

The **Master in Public Policy and Administration** (MPPA) curriculum is designed to help students gain a deep understanding of public administration issues at national and international levels. The MPPA curriculum includes courses that focus on problem-solving empirical phenomena, analysing public policy and managing innovations. Students are required to read materials from various countries to derive best practices for solving similar

problems. This enables students to understand the challenges and dynamics associated with public administration in a global context.

The following are examples of courses and designs that discuss phenomena in international contexts with their cultural aspects:

Table 26: International Contexts and Sociocultural Aspects in “Political Economy of Development”

Material	International Content	Cultural Content
Introduction to the Political Economy of Development: Karl Polanyi's Perspective	Karl Polanyi's book <i>The Great Transformation</i> (1944/2001) was based on the background and economic and political relations of several countries	One of Polanyi's perspectives is the political economy and cultural institution approach
Case Study: Industrialization and Community Resistance in Rempang, Riau Islands, Indonesia	Students analyse and understand the internal conditions of the People's Republic of China and its importance in investing in the Rempang Islands	Students analyse and understand culture as the basis for community rejection of investment in the Rempang Islands
Case Study: Palm Oil Plantation Investment and the Elimination of the Talang Mamak Tribe in Pelalawan Regency, Riau	Students analyse and understand the political economic landscape of the world's palm oil market, especially tensions between Europe and Indonesia and their relationship to investment in palm oil plantations in Pelalawan Regency	Students analyse and understand the impact of investment in oil palm plantations on the cultural existence of the Talang Mamak Tribe

The **Master in Public Policy and Management (MPPM)** has embedded public values and intercultural dimensions into its project-based learning activities, addressing critical social issues such as the inclusiveness of transwomen within communities, the fulfilment of rights of HIV/AIDS survivors and the challenges faced by international migrant workers. The programme further extends its real-world application through internships with international organisations focused on issues like corn farming, environmental concerns and waste management strategies. Moreover, the concept of citizenship and the management of public values are included into the curriculum through Publicness courses. The table below outlines seminar activities aimed at fostering students' intercultural mindset and skills as part of the learning process.

Table 27: Seminar Activities Focused on Public and Intercultural Value Management through Publicness Courses

No.	Seminar Theme	Intercultural Values
1.	The Government's Role in Inclusive Education at Gajahwong School	Inclusiveness, equality, and fulfilment of the rights of citizens with disabilities
2.	The Existence of Public Sector Organisations in Improving the Quality of Agriculture and Welfare of Corn Farmers in Bantul Regency	Public Value Management
3.	Managing the Inclusivity of the Transgender Community Through the Al-Fattah Islamic Boarding School	Inclusivity: Gender equality
4.	Dynamics of the Ledokombo Tanoker Community in Building Inclusiveness of Migrant Workers and Their Families	Enabling a decent and prosperous life
5.	Rethinking Public Spaces that are Inclusive of HIV AIDS Issues	Inclusivity: Equality

The seminars engage students, alumni, and the broader public, producing minutes elaborated into policy briefs. The policy briefs are then submitted to relevant stakeholders as input for policy formulation. The quality of the policy brief is a crucial factor in determining the grade for the student group assignment. Lecturers evaluate the Policy Brief's quality, focusing on critical analysis, intercultural awareness, and alignment with marginalised communities. This assessment aims to enhance students' perspectives, enthusiasm and intercultural competence, fostering acceptance of diversity and cultural differences, advocacy for marginalised groups and collaboration for an inclusive society, reflecting global values.

The international outlook in the **Master in Sociology** (MSLG) is reflected in course materials, joint courses and a double degree programme, as well as through inviting international guest lecturers. Most courses use internationally published references in the existing literature, case studies and comparative studies for the learning process. Two joint courses (Social Policy and Development and The Future of Work in Comparative Context) are open in November when students and professors from the University of Melbourne visit UGM. The two courses include intensive, collaborative teaching between lecturers from The University of Melbourne and MSLG. With that experience, the students acquire intercultural competencies and skills, preparing them for an international working environment.

Internationality of the student body

Since the launching of **MPPA**, there have been more than 50 alumni students from foreign countries, namely Timor Leste, Madagascar and Thailand, through the KNB cooperation scheme and other scholarships. Apart from foreign students at MPPA, the internationality of the student body is also reflected in hosting foreign students for short courses, for example, a one-week study at MPPA for Norwegian students. Apart from accepting foreign students, MPPA, through the Double Degree programme, also sends its students to study at partner universities in another country (Japan). The presence of foreign students at MPPA and MPPA students immersing in overseas academic settings builds an international atmosphere. This can be seen from the use of foreign languages and the exchange of values between nations, which enriches students' experience and ability to acculturate. This knowledge and experience are needed for alumni to move to an international level.

MPPM fosters international collaboration through various scholarship programmes, including the KNB scholarship, which enables international students from developing countries to study alongside domestic students. These international students are selected through a national selection process conducted by the Ministry of Education and Culture. The use of English as the medium of instruction facilitates their full participation in the learning process, as most course materials are available in English. The inclusion of international students enhances the global ambience of MPPM, broadening the range of perspectives in case and issue discussions.

The internationality of the student body under the **MSLG** is reflected in the existence of a double degree programme with the Master's Programme in Social Policy at the University of Melbourne (UoM). Herein, the students will spend their programme at the UGM and the University partner. The internationality of the student body is also reflected through joint courses, including "Social Policy and Development" and "The Future of Work in Comparative Context", both of which are conducted at the MSLG. Having joint courses and international students contributes to achieving learning outcomes for both parties. This learning process aims to improve student understanding of social issues at national and global levels using relevant theories and methods of analysis. They were expected to actively engage in various discussions to improve their analytical skills through lectures and collaborative projects with their international counterparts.

Internationality of faculty

MPPA lecturers have international experience and achievements in terms of publications, exchanges, conferences, visiting professorships, and more. For example, each lecturer publishes one to two articles in international journals on average in one year and participates in conferences and other international activities on average one to two times a year. Moreover, lecturers of the programme have graduated from universities abroad, e.g., from United States of America, Australia, Taiwan or Norway.

A key strategy for advancing global collaboration involves sending **MPPM** lecturers to participate in international conferences and to teach at universities abroad. The selection of lecturers for overseas assignments is based on their expertise and the subjects or courses they oversee at UGM, particularly within the MPPM framework. This experience allows them, upon return, to offer enriched and more nuanced insights to both students and colleagues at MPPM, thereby enhancing the overall academic environment. Faculty members have attained doctoral degrees from international institutions, such as from the United States of America,

Australia, Taiwan and Malaysia. This academic background enables the lecturers to benchmark and integrate teaching methodologies focused on attaining learning outcomes geared towards competency development. Furthermore, a notable portion of the learning resources, including textbooks and international journal articles, are available in English, facilitating a global perspective in the curriculum.

The academic backgrounds of the **MSLG** faculty members show the internationality of the faculty. 75% of the lecturers graduated from overseas universities, such as Germany, the Netherlands, the United Kingdom, the United States, Australia, Japan, South Korea and Malaysia. Another international outlook of the faculty is also shown through their experience in research collaboration with international partners and joint publications, as well as working as consultants at international organisations.

Although the MSLG does not have permanent faculty members from overseas, the programme often invites international guest lecturers from many universities worldwide. The MSLG also have regular international summer courses featuring international class professors and professionals. The summer courses are open to the public both for domestic and international applicants. In addition to international guest lecturers, the programme also hosted several visiting professors from other countries. For example, in 2023, the programme hosted a Fulbright Visiting professor from the University of Colorado (USA), who stayed for six months. During her stay, the Professor conducted a collaborative research project with one of the programme's faculty members and taught four sessions on "Gender, Inclusion and Social Justice".

Foreign language contents

MPPA includes the English language into the programme. This can be seen from the requirements for the mastery of English, which is reflected in the submission of TOEFL certificates as a graduation requirement. Second, in the Linkage Class, the entire learning and teaching process uses English, starting from providing lecture material in class and assignments to the final exam. Third, students are required to refer to journal articles of international reputation when preparing group assignments, mid-semester exams, final semester exams, and thesis. Fourth, students are encouraged to attend conferences abroad through a grant programme. For example, two groups of MPPA students took part in and won the best papers at international conferences held in Malaysia and Taiwan in 2023. Lastly, MPPA students are also encouraged to publish their writing in reputable international journals under the supervision of lecturers in the MPPA study programme.

Lecturers in the **MPPM** consistently highlight the significance of international literature, providing students with references like journal articles and books in English. They ensure students can access these reference materials and encourage them to seek additional sources to supplement their learning and research. The MPPM also facilitates sharing sessions, enabling students to interact with alumni who have successfully obtained scholarships for studies abroad. These sharing sessions offer valuable insights for students aspiring to pursue further education internationally, helping them to better prepare by refining their foreign language abilities and fulfilling both substantive and administrative requirements.

In partnership with the faculty and the Centre for Career Development, the MPPM offers foreign language training for students, alumni and non-academic staff. Conducted over several sessions by native speakers from reputable English language training centres in Yogyakarta,

the training focuses on academic writing and speaking skills, aiming to enhance fluency and accuracy in everyday communication, both on and off campus.

In general, the course materials and literature of the **MSLG** are predominantly in English for both regular and double-degree programmes. Particularly for students enrolled in the double-degree programme, all lectures and student presentations are delivered in English. Moreover, Double-Degree students must submit all course assignments and the thesis in English.

Appraisal:

International contents are an integral part of the curricula of all three Master programmes. This includes topics such as e.g., climate change. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal oriented. However, the panel **recommends** setting up a system to attract more international students.

The international composition of the faculty (e.g., lecturers with a Doctoral degree from abroad) promotes the acquisition of international competences and skills. The measures taken are goal oriented.

There are not many foreign language contents in the Master programmes. Usually, Indonesian language is used. Due to the international contents of the programmes the panel **recommends** increasing the use of foreign language in the courses.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Master in Public Policy and Administration (MPPA)

In the MPPA, communication and public speaking skills are acquired via class discussions, group presentations and thesis examinations. Students are trained to articulate ideas, thoughts and opinions verbally and in writing. Moreover, cooperation and conflict handling skills are trained via group assignments that are an integral part of course design at MPA. Students are trained to work dynamically with their group members.

Master in Public Policy and Management (MPPM)

The integration of theory and practical application is evident in the learning activities of the Publicness course. In this course, students enhance their speaking abilities through interactive discussions with lecturers and take active roles in the 'Publicness Forum'. They may participate as speakers, moderators or presenters. The Publicness Forum is part of a project-based learning assignment that necessitates students working in groups to orchestrate policy discussions and advocacy forums with various stakeholders. This approach of collaborative assignment completion and engagement with stakeholders from multiple sectors shall boost students' collaboration and networking skills.

The assignment approach utilised in the Publicness course is similarly employed in other courses like Policy Change, Policy Communication and Public Governance. These courses also engage students in group assignments to foster policy implementation and evaluation discussions. Through these discussion forums, students develop multidisciplinary competencies essential for their field. For instance, forums discussing cooking and palm oil pricing policies delve into public-sector economics and agrarian politics. Another example is discussions on university entrance policy changes, where students are encouraged to integrate perspectives on educational management. These forums serve as platforms for students to explore and connect various academic disciplines with real-world policy issues.

The MPPM's cultivation of competencies and multidisciplinary skills extends across various courses. For instance, the Public Sector Leadership course is designed to enhance leadership capabilities, while the Policy Conflict course offers students the chance to deepen their understanding and refine their skills in critical conflict management. Additionally, to stay abreast of technological advancements relevant to public policy research, students can enrol in the Big Data course, which prepares them to be adaptable to new technologies.

Master in Sociology (MSLG)

Many course materials include individual or group assignments, including presentations. This assignment will help students to improve their communication and public speaking skills. Meanwhile, group assignments will help them learn about collaboration and teamwork dynamics, including managing conflicts and leadership.

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 (Asterisk Criterion)

Master in Public Policy and Administration (MPPA)

To guarantee graduates' employability, the MPPA integrates several methods and course designs that build graduates' competencies in line with the job market. This design can be traced through the following three aspects: (1) ensuring integration between theory and practice (e.g., through case-studies, project-based learning and guest lectures from professional practice), (2) multidisciplinary competencies, such as communication and public speaking skills and (3) dynamic lecture material.

Master in Public Policy and Management (MPPM)

The MPPM programme is dedicated to equipping students with competencies that mirror the practical realities encountered in the field. This is exemplified through assignments in the Publicness and Policy Change courses, where students organise discussion forums and craft policy briefs to be shared with pertinent stakeholders. This hands-on approach trains students in public issue management and policy analysis. Furthermore, the programme offers students opportunities to apply their acquired skills in real-world settings, thus gaining first-hand experience in managing and addressing public issues. In this manner, students can grasp the requirements of the professional world and identify areas for practical enhancement within it. This learning approach was employed based on alumni feedback gathered through a tracer study, revealing that the ability to craft policy briefs and papers is a crucial skill required in the contemporary landscape of public policy sector. Furthermore, the educational strategy aligns with the career paths of MPPM alumni, who have predominantly secured positions in government agencies over the past three years. Their roles often involve the creation of documents such as policy briefs, memos and papers, underscoring the relevance of the competencies developed during their studies in the MPPM programme.

Master in Sociology (MSLG)

Findings from the tracer survey suggest that most MSLG graduates work as government officials, followed by academics and others, such as community development practitioners at the national and international levels. The MSLG Programme Learning Objectives are designed to help students acquire relevant competence and skills. By design, the course curriculum is expected to help students have the ability to integrate theoretical and practical dimensions, not only during the study but also in the longer term by applying those skills at work. Students learn to use multidisciplinary theories to conduct process evaluation and analyse the implementation of a specific community development programme. This learning experience, in turn, enables graduates to create problem-solving strategies at work. The MSLG graduates are also prepared to have command of data analytical skills in several courses such as Qualitative and Quantitative Research Methods and Social Policy Analysis. Particularly in the Quantitative Research Method, students who work as government employees are encouraged to bring statistics reports from their own institutions, where they learn to analyse the data based on their personal subject interest. Students who are not currently employed may use open resource data to conduct similar analytical work.

Moreover, the programme has taken into account findings from the tracer survey to generate activities that support graduates' employability. This includes establishing an alumnus association to channel networking among the graduates.

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 courses.

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

4. Academic environment and framework conditions

4.1 Faculty

Table 28: Lecturer Structure of MPPA, MPPM and MSLG

	Master in Public Administration (MPA)	Master in Public Policy and Management (MPPM)	Master of Sociology (MSLG)
Full-Time Lectures	32	26	16
Part-Time Lectures	1	0	0
Total	33	26	16

Minister of Education, Culture, Research and Technology Regulation Number 5 of 2020 concerning Accreditation of Study Programmes and Universities orders the maximum ratio of lecturers and students at Master's level of study to be 1:30. The three study programmes fulfil these ratio criteria.

The **Master in Public Policy and Administration (MPPA)** has 33 academic staff members, consisting of 10 professors (30.30%) and 21 assistant professors (63.63). All academic staff members are graduates of leading universities, either domestic or international. The education and academic qualifications equip them with a deep understanding of the concepts of public administration science in both theory and application.

The teaching staff structure in the **Master in Public Policy and Management (MPPM)** consists of full-time lecturers from within the MPPM Department and lecturers from other study programmes. Within the MPPM Department, there are 26 full-time lecturers, consisting of six professors and 20 lecturers with a doctoral degree. Their three main educational duties are teaching, research and community service. The specifications of each lecturer's field of expertise are reviewed based on their educational background, academic research areas of interest, trends in research topics from their published articles, and other academic activities. Lecturers have the responsibility to prepare and manage learning activities in accordance with curriculum standards and frameworks, as well as the expected competency outcomes.

The Master in Sociology (MSLG) has 16 full-time lecturers consisting of professors (13%), associate professors (31%) and assistant professors (56%). Most of them have obtained a teaching certificate (88%). Two have yet to obtain it as they have only recently joined the faculty. All lecturers are graduates of reputable universities, both domestic and abroad. They master sociology concepts in both theoretical and applied contexts.

Academic qualification of faculty

In accordance with the lecturer qualifications for the Master's programme in Minister of Education and Culture Regulation Number 3 of 2020, all teaching staff members in the **Master in Public Policy and Administration (MPPA)** have doctoral degrees. The MPPA Study programme currently has eleven professors and 26 assistant professors. 31 lecturers have

accomplished their certification in accordance with other qualification standards that verify and justify their professionalism and skills.

MPPA lecturers regularly publish academic outputs, such as books, journals, popular articles, policy summaries, and monographs which can also be used to evaluate their performance. A certain number of publications is required for the career promotion. In MPPA, as of 2022, the number of publications in the last three years was 707, consisting of 484 journal articles, three books, 194 national and international seminars and 26 mass media articles.

The **Master in Public Policy and Management (MPPM)** has lecturers who exceed the qualifications for lecturer recruitment at University level. This is shown in the percentage of educational qualifications. Of the total 26 lecturers at MPPM, 23% have earned a professorship who already has a Doctoral degree and 77% have obtained a Doctoral degree.

The MPPM Study Programme's lecturers consistently produce academic outputs, which are also the basis for performance evaluation. The quantity of publications required for career promotion is relatively large in this study programme. In 2023, there were 30 (58.8%) articles published in reputable international journals, eight (15.7%) articles published in accredited national journals, and twelve (23.5%) articles in international conferences or seminars' proceedings. This publication aims to improve the researchers' reputation and credibility, contribute to the development of science, and build networks at both national and international levels.

The majority of lecturers at MPPM are graduates of reputable universities in Europe, America, Asia and Australia. In addition, lecturers at MPPM have extensive research experiences that have contributed to the advancement of theoretical knowledge. They are also involved in various government policy development and evaluation projects, both at the national and regional levels.

All faculty members in the **Master in Sociology (MSLG)** have obtained a Doctoral degree, compliant with the Minister of Education and Culture Regulation No. 3 of 2020 about lecturer qualification for the Master's Programme. Another qualification standard is the lecturer certification, which serves as a verification and justification for lecturers' professionalism and skills.

The faculty's academic qualifications are also shown through their national and international scientific publications. All MSLG faculty members have published either books, journal articles, newspaper articles, monographs, or policy briefs Figure 7). Most lecturers (75%) have also published internationally.

Pedagogical qualification of faculty

During the recruitment process, the lecturers' pedagogic and didactic abilities were assessed through interview tests and micro-teaching. During the onboarding, lecturers must attend training and orientation organised by the University. In the training, they practice designing course modules, developing teaching materials and designing learning and assessment methods according to the course's ELO.

The Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers governs the principal pedagogical requirements for a lecturer in Indonesia. Based on the regulation, there are two principal pedagogy requirements for a lecturer:

1. General pedagogical knowledge (principles and strategies of classroom management and organisation that are cross-curricular);
2. Pedagogical content knowledge (integrating the content knowledge of a specific subject and the pedagogical knowledge for teaching the particular subject).

The regulations also require lecturers to attain lecturer certification, which is applicable after working at a tertiary institution for at least two years. Minister of Research, Technology and Higher Education Regulation No. 51 of 2017 concerning Lecturer Certification states that pedagogical ability is one of the assessment indicators in lecturer certification. Other indicators include professionalism, social skills and personality.

To monitor and evaluate performance achievements and their quality, each lecturer must complete a self-evaluation report through the Lecturer Performance Report (LKD). This report is required to be completed every semester via online systems such as SISTER and SIMASTER.

As a reflection of the law, UGM has developed various training aimed at enhancing the teaching skills of its lectures, i.e., “The University Pedagogical Training” conducted by UGM in collaboration with Finland University. The programme is attended by 18 faculties and two schools in UGM. There is also “Training on Technology-Based Learning (SIA SIMASTER and Webex)” by Innovation and Academic Studies (PIKA UGM), aiming to develop the lecturers’ skills in the digital age. For new tenures, UGM provides PEKERTI training.

Master in Public Policy and Administration (MPPA)

In **MPPA**, 83.78% of lecturers hold lecturer certification issued by the Directorate General of Higher Education (DIKTI) as a form of support in improving proficiency and a form of appreciation for lecturers as professional educators.

In the **MPPM**, 73% of lecturers have attained lecturer certification, a government instrument to strengthen competence and incentivise lecturers as professional educators.

All **MSLG** lecturers have doctoral degrees in sociology or social sciences in varying areas of expertise. For example, some of the lecturers are experts in environmental justice studies, gender, inclusion, conflict and peace and digital technology. Currently, 14 out of 16 lecturers (88%) have been certified. Two lecturers who recently joined the institution are applying for certification.

Referring to the lecturers’ CVs, as shown on the department website’s staff profile, all lectures adhere to the *Tri Dharma* of Higher Education. Apart from teaching, the lecturers also publish in national and international journals according to their respective research interests and expertise. Several lecturers are also involved in developing community service programmes integrated into learning and research activities.

Practical business experience of faculty

The **MPPA** lecturers have practical experience in their field of expertise, which allows them to combine theory and practice in the classroom. For example, their experience in assisting in

preparing regional development documents strengthens the integration between theory and practice in Strategic Planning courses.

Apart from carrying out their teaching obligations, several lecturers at the **MPPM** also have experience working as consultants and experts for the government in developing and evaluating strategic policies and programmes at national and regional levels. Two lecturers double up as practitioners as Deputy at the Ministry of PANRB and Chair of the ASN Commissioner. The role and experience of these lecturers immensely support students' learning process, maintain the institutional capacity of the study programme and help build collaboration at national and international levels.

As shown in the lecturers' CVs, all lecturers in **MSLG** have practical business experience in their respective specific specialities and expertise. They work as consultants, researchers, analysts and advisors for central and regional governments and non-government institutions. The business experience with the community and institutions outside the University helps the faculty member link theoretical knowledge with situations in a practical context.

In addition, MSLG also invites lecturers who have backgrounds as practitioners in various fields, such as NGO activists, journalists, senior bureaucrats and businesspeople. They are invited to share their practical experiences with students, especially those related to sociological issues in communities and institutions.

Internal cooperation

Internal cooperation at University level is conducted through cross-faculty teaching, research, and community service activities through University study centres. Meanwhile, coordination between faculties is facilitated in monthly academic meetings. The discussions in the forum include academic policies and curriculum for all study programmes at UGM.

At faculty level, internal cooperation to discuss evaluation and curriculum changes is carried out through department and study programme management meetings coordinated by the deputy dean for academic and student affairs. Meanwhile, internal cooperation in the fields of research, publication and community service is coordinated by the Fisipol Research, Publication and Community Service Unit (UP3M) through annual research and community service grants.

Internal cooperation within the department is conducted through team teaching, collaborative research, co-authorship in publication and mentoring younger faculty members. The department develops a curriculum to facilitate internal collaboration between lecturers within a department, inter departments, as well as inter faculties. With a team-teaching method, each subject is taught by at least two lecturers. Each team can develop their own workflow, either by co-teaching or by splitting the sessions based on their expertise. The teaching system is team teaching, consisting of two to four lecturers. This team includes a course convenor, who is responsible for leading discussions about the subject's curriculum, expected learning outcomes, and division of work among the team members, as well as compiling final grades for students. The composition of the team teaching is based on a merit system or subject expertise. The course composition and teaching assignments are discussed at the department's meeting every semester.

The department also organises a regular meeting to discuss the team-teaching arrangement specifically. In this meeting, each team can share their evaluation during the teaching process, while others will give meaningful feedback. To strengthen the internal cooperation for the course refinement, the department has a research grant programme that offers opportunities for the lecturers to organise teamwork and write book references together. The themes of the book references align with the course being taught.

At study programme level, internal collaboration is built through meetings led by the Head of the Study Programme and attended by lecturers. Generally, regular meetings are held to discuss preparations for the teaching period, evaluation of the implementation process and lecture outcomes. There are also non-regular meetings to discuss the dynamics of the study programme management or when there are new policies from the government, University or faculty. Meetings are regarded as instruments for monitoring performance in organising academic activities and meeting curriculum standards.

Student support by the faculty

To facilitate communication between students and lecturers, students use multiple channels such as email, telephone, and instant messaging (personal WhatsApp and class group WhatsApp). They can also make direct appointments to arrange their meetings. A study programme officer is available to support the students, reachable through the official study programme's WhatsApp. The study programme also provides thesis completion assistance tailored to the characteristics of each study programme.

Academic services for Master's students at faculty level are managed by the postgraduate academic sub-unit, which coordinates the administration of academic services in all Master's and Doctoral study programmes and bridges communication regarding academic affairs with the University. Students and study programme officers can contact this sub-unit staff via WhatsApp email during working hours.

The faculty holds "Training in Successful Learning for Freshmen". This programme aims to prepare new students to become successful learners during their studies at the University until they graduate. The faculty also provides grants for participation in conferences, research or student competitions at various levels. Students can also join a career preparation internship and even seek help with mental health problems through Fisipol's Career Development Centre.

At University level, the Directorate of Student Affairs (DSA) offers various student-support services, including financial assistance and scholarships, housing assistance and placement in dormitories, student volunteer programmes, internationalisation and student exchange, and various leadership and cultural exposure programmes. UGM also has a health support facility called Gadjah Mada Medical Centre (GMC).

The **MPPA** provides a platform, such as Google Classroom, to facilitate communication between students and lecturers. Lecturers can upload materials, assignments and announcements, while students can submit assignments and interact with lecturers through discussion forums. MPPA also provides WhatsApp groups for certain classes or study groups for quick and informal communication between lecturers and students. This structured and responsive communication system can increase interaction between lecturers and students and support an effective learning process.

Other activities that support students include:

1. Students Meet and Greet: The programme director holds a special dialogue with all active students every six months. On this occasion, students can express complaints, problems and suggestions to improve the study programme.
2. Point monitoring: Critical points in the study process are determined to ensure the timeliness of study completion. At these points, each student's journey is monitored. If a student is not on track, the Coaching Clinic team will assist him or her.
3. The Coaching Clinic is run by senior lecturers to provide a personal approach to students who are not on track. Specific student problems are identified so that management can design targeted solutions.
4. Bootcamp: This activity is for students who are in the process of writing their theses. Instructors facilitate students' writing so they can meet with their supervisor with well-thought-out materials. This activity is effective in accelerating the thesis writing process.
5. Internships: The MPPA Study Programme also carries out the *tri dharma* and provides various services. Students can be involved in formal internship design to produce expected skills, which are formally recognised in an internship certificate.
6. Joint research and publications: These are carried out through two activities. The first is collaboration in publishing students' theses. The second involves students in a research project undertaken by lecturers, which allows students to write a thesis topic that is in line with the lecturer's research project.

At study programme level, **MPPM** also has a programme/facility called Thesis Mentoring. The MPPM formed a special team to assist students in writing their final assignments, including providing individual support for those who experience problems. This team regularly reports the progress of each student in preparing their final assignment to the Study Programme Manager. Apart from providing support and services to assist students in working on their thesis, the MPPM Study Programme also has a special 'Studio' unit to facilitate students' academic development outside the classroom. Aiming to integrate theory and practice, the activities organised by the Studio include various training in technical skills, such as drafting policy documents (policy briefs and policy papers), research methodology, as well as career preparation workshops and job interview preparation.

MLSG encourages student growth by supporting them in internship, research and publication activities through SOREC (Social Research Centre). MLSG also regularly hosts public lectures, where practitioners and researchers discuss current challenges. On this occasion, students can debate their theoretical viewpoints and current societal realities. Regarding communication between students and lecturers, students can contact lecturers through online communication channels such email and direct messages, both the lecturer's personal WhatsApp and class group WhatsApp. Students can also make an offline appointment for a face-to-face interaction. MLSG also employs admin staff to assist and ensure communication between students and lecturers is uninterrupted. Admin staff also functions as a help desk for the study programme's communication. They can be contacted via the official WhatsApp number. Students can also visit the graduate office for direct offline communication and assistance.

The MSLG also provides Academic Engagement staff to assist students with their academic-related issues, such as academic writing and thesis consultation. The Academic Engagement is managed by the department staff with a Master's degree.

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time lecturers and one part-time lecturer, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. UGM 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. (such as through research projects and publications).

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

The practical business experience of the faculty corresponds to the requirements of the programmes to integrate theory and practice. For example, some of the lecturers are counselling and involved in giving practical advice in government projects.

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.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are also available for the students outside the specified office hours (e.g., via WhatsApp channel). The lecturers and staff are very engaged and the students are "fully content" with the support they receive.

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

4.2 Programme management

The University's organisational structure is regulated through UGM Council of Trustees Regulation Number 4 of 2014 concerning University Organization and Governance and Chancellor's Regulation Number 809 of 2015 concerning Organizational Structure and Faculty Governance within Gadjah Mada University. Based on these regulations, the faculty is led by the dean and assisted by the deputy dean. At Fisipol, there are three deputy deans appointed to assist with the dean's duties as follows:

1. Deputy Dean I for Academic and Student Affairs
2. Deputy Dean II for Research, Community Service, Cooperation, and Alumni
3. Deputy Dean III for Finance, Assets and Human Resources

The study programmes function as the implementer of education and learning, led by the head and/or the secretary of the study programme, who answer to the dean or through the head of the department. Based on Chancellor's Regulation Number 809 of 2015 article 56, the head of the study programme is tasked with:

1. Managing study programmes in accordance with applicable regulations,
2. Carrying out the learning process according to the study programme's curriculum,
3. Carrying out the quality assurance of the study programme implementation.

Meanwhile, the study programme secretary assists the study programme head in carrying out these three tasks. Each study programme also has staff to assist with administration, student theses and study programme development.

Compliance with Rector Decrees No.809/P/SK/HT/2015 is critical as these decrees set forth the qualifications and experience required for leadership roles. It ensures that the head of the programme possesses the competencies to manage the programme's multifaceted operations effectively. The systematic process for leadership selection and the provision for orderly leadership succession underscores the programme's commitment to sustaining high-calibre academic leadership and operational excellence.

In organising academic activities at study programme level, the head and secretary become the coordinators for the lecturers. Thus, every academic-related decision is made in a meeting attended by lecturers and staff. A coordination meeting on lecture preparation is held at the beginning and the end of each semester, which discusses:

- Study programme management (work plan, financing, needs or necessities of lecturers and staff)
- The lecture schedule distribution,
- Refinement of the course description,
- Class and student performance evaluation,
- Evaluation report of the lectures from students,
- Preparing student admission.

Apart from these regular meetings, each study programme also holds meetings tailored to the needs of each study programme.

The head of the study programme's performance is evaluated at the department level through staff meetings. Meanwhile, at faculty level, the evaluation is carried out through the faculty work meeting (RKF), attended by the dean, vice dean and faculty senate. The evaluation system ensures that all activities carried out by the study programme run accordingly and find solutions to any difficulties.

Decision-making regarding the initiation and development of learning programmes requires consultation and approval from the lecturers. However, certain conditions, such as developing new courses, accepting new students, and submitting research and funding proposals, are consulted or approved by the department based on the principles of collegiality and consensus. Meanwhile, in some more complex and strategic matters, such as curriculum reviews, international collaboration, and the accreditation process, the head of the study programme needs to bring a proposal to department and faculty meetings.

To build an inclusive learning climate, the head of the study programme provides space for students to communicate their needs and file complaints regarding teaching and learning activities. Apart from that, the head of the study programme innovates continuously to help accelerate students' final assignments.

The head of **MSLG** has instituted a coordinator for the international programme to streamline recruitment, event coordination and partnership management with the University of Melbourne and other stakeholders (i.e., scholarship managers and government partners) to ensure that these activities align with the programme's strategic goals.

The Programme Head employs a levelled approach that integrates input across various stakeholders. These efforts below, reflecting the Programme Head's commitment, contribute to the programme's development and strategic planning in student recruitment, learning and evaluation:

1. At student engagement level, UGM uses feedback tools like the Study Programme's Performance Report (LKPS), Student Learning Satisfaction Surveys, and input from the Academic Engagement officer to enhance the teaching-learning process. Technologies like Learning Management Systems and WhatsApp are employed for better access to learning resources and active student participation.
2. MSLG's management evaluation employs a biannual departmental review, comprehensive input from staff members, and strategic academic enhancement initiatives, including workshops for standardised instruction across all academic levels and administrative collaboration to support educational initiatives.
3. In terms of societal engagement, MSLG actively participates in forums connecting academia, government, policymaking, civil society, and peer institutions, enriching our curriculum with diverse perspectives. The active role in the Ikatan Sosiologi Indonesia (ISI) and Asosiasi Programme Studi Sosiologi Indonesia (APSSI) includes leadership positions and collaboration with other sociologists.

Process organisation and administrative support for students and faculty

The faculty is led by a dean and three vice deans. The administration of the faculty is led by the head of the faculty and managed by the administrative staff of the administration office. The staff members are separated into two groups and led by different head sections. The first is led by the section head of academic and student affairs. The second is led by the section head of administrative and financial affairs. Each administrative officer is assigned to a certain

faculty unit. Hence, each administrative officer is supervised by and accountable to their section head and a superior in that unit. For instance, administrative officers in charge of academic processes answer to the head of the study programme and the section head of academic and student affairs. In total, Fisipol has 233 administrative staff and 176 lecturers.

The academic staff is responsible for the assistance of both students and lecturers in the course of academic activities, which includes class organisation, examination and graduation administration, as well as registration, campus orientation, student exchanges, competitions, conferences and community services. Meanwhile, the finance staff is responsible for the management of the expenses of the study programme and its administrative requirements. The librarian and other supporting staff also assist in the operations of the programme. These staff members support the programme director.

They attend meetings with the programme director and contribute to the decision-making processes, particularly with respect to the technicalities of plans and activities. The staff also play a key role in the implementation of those plans and activities.

In addition to these sections, other work sections like Information Technology (IT), Library, Equipment and Human Resources are available to help students and lecturers carry out their activities. All academic and student affairs can be accessed online through an Integrated Information System called SIMASTER (*Sistem Informasi Terintegrasi*). Through this system, students can register, fill out the course selection form (KRS), find out lecture schedules, check attendance percentages, fill out lecturers' performance questionnaires, access grades for the courses taken, and upload student activity reports. Lecturers can use SIMASTER to support academic and research activities. They may apply for research grants through the system and access teaching schedules, as well as data of students registered in the course. To ensure the effectiveness of learning activities, the faculty's IT team stands by to assist lecturers or students in overcoming any difficulties or answering questions.

Other administrative support is managed by the faculty through the One Stop Service (OSS) service. This OSS portal page is an enhancement of the digital academic services. The establishment of OSS was motivated by problems from various parties in monitoring the issuance of letters from Fisipol, especially when students needed these letters quickly. To meet this need, the faculty's IT Management Unit created a remote application letter via digital media. OSS provides a number of services, such as internship permits, statements of active student status, permission letters to conduct interviews, graduation certificates and the legalisation of diplomas.

In terms of participatory decision-making, the programme promotes an inclusive process, encouraging contributions from lecturers and students. Lecturers and administrative staff routinely participate in department- and faculty-level meetings and are allowed to join the FISIPOL workers' union, which ensures broad representation in institutional affairs. Meanwhile, the students influence programme direction through end-of-course evaluations and satisfaction surveys. In addition, the students' council biannual hearings further collate student perspectives on a wide array of campus issues, including service complaints, academic difficulties, and other problems. This approach ensures that the development of policy and practice within the programme is responsive to the community's needs.

In terms of continuous professional development for administrators, UGM has established several programmes and initiatives for their ongoing professional development, focusing on enhancing service delivery and addressing sensitive student issues. Firstly, as part of the onboarding, all permanent administrative staff must complete a basic training programme organised by the University. This foundational training is designed to instil core values, ethics and innovative approaches the University adopts to improve its service delivery. This programme ensures that the staff are well-equipped with the necessary knowledge and skills to uphold the University's standards in their daily operations.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Lecturers 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. UGM 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 other HEIS and academic institutions

The **Master in Public Policy and Administration** (MPPA) opens up many opportunities for collaboration and partnerships with other universities. Any collaboration can be submitted directly to the department, MPPA, or the faculty. In addition, the faculty distributes authority evenly to each department to expand the network. At faculty level, collaborations with HEIs and other academic institutions range from national to international, and they include educational activities, student creativity and research. Collaboration at faculty level is a fixture of the collaboration at the department and MPPA levels and vice versa.

Several collaborations focus on various activities, ranging from academics to student creativity, education, research and publications. Students can also take advantage of partnerships that MPPA has established. For example, students can submit their work and theses to journals that have collaborated with MPPA. This strategy is in line with the MPPA programme in academic activities, where students have access to platforms where they can publish their work (books and journal articles).

In addition, several collaborations have provided students with the opportunity to expand their international academic exposure by attending a semester at a partner university. These collaborations also provide students with the opportunity to improve their English language skills through intensive IELTS courses.

The **Master in Public Policy and Management (MPPM)** has developed collaboration frameworks with various higher education institutions in Indonesia and abroad. The cooperation agreement mechanism between the MPPM and various other higher education institutions is regulated centrally by the university. The cooperation is under the names of the faculty and university. Apart from these administrative mechanisms, the aim of the collaboration established by the MPPM with various academic institutions is to support the development of student competencies.

At national level, the MPPM Study Programme has strong collaboration with all departments administering public administration programmes throughout Indonesia through its participation in the Indonesian Association for Public Administration (IAPA). Meanwhile, at global level, MPPM has a number of collaboration agreements with higher education institutions from various continents. This initiation is aimed at impactful academic development to equip students with the necessary competencies. The realisation of the cooperation agreement takes the form of organising various academic activities that support the transfer of knowledge, which has a positive impact on students.

The **Master in Sociology (MSLG)** has a dynamic approach and diverse partnerships that emphasise research and community support. These collaborations across multiple sectors blend academic rigour with real-world applications. One of the critical aspects of these partnerships is the collaboration with prominent universities and educational institutions, both nationally and internationally. A notable accomplishment is establishing a Double Degree Programme with the University of Melbourne, Australia, supported by the national Lembaga Pengelola Dana Pendidikan (LPDP) scheme and Australia Award Indonesia (AAI), reflecting the programme's commitment to offering international educational experiences. In addition, partnerships with renowned universities like Universitas Indonesia, the University of Melbourne and Yusof Ishak Institute Singapore indicate the programme's focus on international collaboration and academic exchange. These relationships likely involve joint research projects, educational exchanges, and shared curriculum development, enriching the programme's global perspective and enhancing its research capabilities. Furthermore, the programme's collaboration with various faculties within UGM highlights an intra-university collaborative approach, fostering interdisciplinary learning and research that enriches the educational experience for sociology students.

The programme's active role in the Asosiasi Programme Studi Sosiologi Indonesia (APSSI) further underscores its position in the academic community. Historically, the Department of Sociology is one of the association's founding members. It plays a crucial role in shaping the sociology curriculum at higher education levels in Indonesia. In addition, one of the faculty members also serves as the General Chairperson of the Association of Indonesia's Sociologists. This involvement ensures that the programme stays at the forefront of sociological education, shaping the sociology curriculum at higher education levels in Indonesia. Such engagement in academic associations enhances the programme's stature and keeps it in line with the latest developments and trends in sociology education.

The programme's connections with research institutions like Badan Riset Nasional (BRIN) and the Institute of Southeast Asian Studies (ISEAS) demonstrate its dedication to contributing to and utilising cutting-edge sociological research. These partnerships facilitate access to extensive research resources and opportunities, enabling the programme's faculty and students to engage in high-level sociological studies and research projects.

Cooperation with business enterprises and other organisations

The **Master in Public Policy and Administration (MPPA)** maintains close partnerships with government institutions, both at central and regional levels. Various collaborations are fostered in the forms of training, mentoring, and research in order to optimise their contribution to the improvement of public policy quality. Apart from that, MPPA also carries out strategic collaborations with companies, including state-owned companies or non-government organisations (NGOs) in the field of public policy. Thus, MPPA not only provides education but also contributes to overcoming public policy challenges through comprehensive collaboration with various stakeholders.

The **Master in Public Policy and Management (MPPM)** develops collaboration with the business world, government institutions and non-governmental organisations at both national and global levels to achieve the study programme's objectives. The collaborators consist of two international institutions and 37 national institutions, including special classes with the Indonesian National Army and local governments. Public issues used as learning cases in class are adjusted to these institutions' scope of authority and experience. In this way, case-based learning managed by MPPM provides practical benefits for partner agencies. Likewise, for MPPM lecturers, this collaboration can enrich their knowledge and practical experience in studying various public problems developing in the industrial world.

The **Master in Sociology (MSLG)** has a structured approach to collaboration with external organisations, underpinned by formal contracts and memoranda of understanding. These agreements, detailing roles, responsibilities and quality standards, ensure transparency and accountability. These contracts primarily manage quality control, focusing on progress tracking and ethical considerations to protect students and staff.

Partner selection is strategic and multi-tiered, with the Global Engagement Office (GEO) playing a vital role at faculty level, ensuring alignment with the University's broader goals and legal requirements. Meanwhile, at departmental level, partnerships are forged through detailed discussions, emphasising mutual benefits and contributions to social and humanistic knowledge. Incorporating highly qualified professionals and guest lecturers, including ministers, directors and reputable social activists, the programme ensures diverse learning experiences.

The programme's collaborations cover a wide range of topics, from societal impact projects like the Pentahelix Participatory Engagement Model and forest community empowerment to advanced initiatives in big data analytics. These diverse projects underscore a commitment to practical, research-based solutions to real-world problems. Collaborations substantially enhance the programme, enriching the curriculum, broadening research opportunities, and fostering community engagement. This likely results in practical experience and improved analytical skills for students. However, a more direct link between these benefits and their impact on the programme would clarify their effectiveness.

A notable collaboration is with the Office of Women's Empowerment, where students critically evaluated the Desa PRIMA Programme, gaining valuable practical skills and providing meaningful feedback. The research-focused cooperative activities align with the programme's goals to deepen academic proficiency and research skills, offering students opportunities for scholarly contributions.

Evaluations of these collaborations are thorough, with students providing feedback at the end of courses and research collaborations undergoing bilateral or internal assessments. This comprehensive evaluation process ensures the effectiveness of the partnerships. This approach meets and often exceeds quality requirements, actively pursuing cooperation that shapes the programme's content and contributes to students' skill development and thesis quality.

Appraisal:

The scope and nature of cooperation with HEIs, other academic institutions and networks as well as business enterprises and other institutions and organisations relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented (as MoUs). The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills. For example, UGM offers optional prestigious double degree programmes, as well as has cooperation with central and local government institutions.

	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

Fisipol has 42 classrooms of various sizes with seating capacities of up to 90 people. They are air conditioned and equipped with permanent learning equipment, such as a computer, sound system, projector or screen/LCD TV, fingerprint machine and a whiteboard. 360-degree cameras are also available on demand for blended courses. All classroom setups are flexible and allow students and lecturers to rearrange desk settings to suit their various learning methods. UGM is also committed to providing inclusive (disability-friendly) and cultural facilities and programmes, as stated in the UGM Strategic Plan for 2022-2027. All buildings in Fisipol are currently equipped with disability-friendly facilities, such as elevators with audible signals, accessible toilets, wheelchair-accessible ramps and guiding blocks.

All areas in Fisipol are supported with fast Internet connection which can be accessed for free with wired or wireless LAN. This facility can support multimedia purposes (including distance learning/blended learning, movie screening and video conference). There are also group rooms with adequate equipment (computers, electricity, and AC) and easily accessible for all students, lecturers and staff. For special agendas, such as public lectures and seminars, the faculty also provides auditorium and seminar rooms with seating capacities of up to 300 people.

In 2019, the Fisipol launched a digital library called the Digital Library FISIPOL (DIGILIB FISIPOL), which consists of co-working space facilities (social, quiet and silent zones), digital collection services, a computer lab, and a cafe. This facility provides an easily accessible group room for students, lecturers and staff. DigiLib Cafe also doubles up as a co-working space for the UGM Fisipol academic community to carry out various activities, from meetings, talks and press conferences to space for assignments and discussions.

Fisipol has also built the Big Data Analytics Laboratory as an interdisciplinary research laboratory focusing on the use of data technology in social science. The laboratory facilitates various needs of lecturers and students to deepen their understanding of social data science and to support their research projects. Fisipol also has a communication laboratory to support teaching and learning activities. The laboratory has complete multimedia equipment, consisting of four studios: a photography studio, an audio-visual and radio production studio, a multimedia studio and a green screen studio.

The IT infrastructure at UGM is backed by a robust e-library and a responsive IT hotline, ensuring that all digital academic needs are met promptly and efficiently, well outside of traditional operational hours. This digital backbone supports an array of online resources, providing students with extensive access to e-journals and e-books from reputable publishers and a vast collection of digital theses. All study programmes use SIMASTER and eLOK for the official Learning Management Systems (LMS) for the UGM academic community with Single Sign On service to access various information systems. In the SIMASTER account, several menus convey academic information about the current semester and the previous semester, including e-learning with syllabus, materials, lecture announcements, study plans, assignments, study results and exams. There is also information on final project consultation, supervision schedule, test schedule, community service and available research.

With state-of-the-art teaching rooms and labs tailored for innovative curriculum components, Fisipol stands at the forefront of academic innovation. The facilities and services are not only designed to meet the demands of contemporary higher education but to surpass them, offering students and faculty an environment where cutting-edge technology and comprehensive support foster exceptional learning and research experiences. Support services extend beyond the conventional with the “Health Promoting University (HPU)” initiative to support a healthy academic atmosphere, which encompasses a holistic wellness centre, a psychological clinic, and a crisis centre for sensitive issues like sexual harassment. These services are bolstered by a 24/7 hotline, ensuring that students and staff have round-the-clock access to support and safety resources.

Access to literature

Students, lecturers, staff, alumni and members of the academic community can access a wide variety of literature from the UGM Central Library and the faculty’s library. The UGM Central

Library and faculty library (open Monday to Friday, 8 am to 8 pm, and Saturday, 8 am to 12 pm) have abundant print and digital collections, which cater to the evolving needs of its academic community. The collections include classic books that have been widely cited in science, as well as the latest literature. The library provides circulation services as well as access to periodical references, final assignments, undergraduate thesis, thesis and dissertation and scientific articles.

UGM Central Library also emphasises digital accessibility, which can be accessed using the University network or outside the University network with a single sign-on. Thousands of e-books, e-journals, e-proceeding, e-theses and other digital formats of any documents are available online in this digital library. UGM also provides professional librarians to assist them with the references needed for their study. Students, lecturers, and staff can propose books and international journals to be provided by the library. Lecturers and students can access the library online catalogue through OPAC (Open Public Access Catalogue).

The students have free access to more than 60 renowned e-journal and e-book providers, including SpringerLink, Sage Open, EBSCO, WILEY, JSTOR, ProQuest, Taylor & Francis, IEEE, and ScienceDirect. The UGM Library also provides further facilities such as a free Wi-Fi/Hotspot Area, a coworking space (for independent and group study, discussion room), a public seminar room, computer facilities and outdoor reading space.

To support the academic community, UGM's library services include international student support, ensuring access to relevant information and resources for international students, and an individual academic consultation service, offering personalised guidance for academic research. These services are a testament to UGM's commitment to exceeding quality requirements by providing accessible library services throughout the day, qualified staff for student advertisement and learning, and remote access to relevant digital media from students' homes.

Moreover, Fisipol also has a digital library, which focuses on digital collections of social and political science literature. The study programme can also propose specific literature to accommodate its curriculum for teaching materials. Students can access the digital library from their home at any time. Furthermore, the library staff is also available to advise students and lecturers who need assistance accessing the collection. The librarians at Fisipol libraries also hold Bachelor's degrees in library science, so their qualifications match the requirements.

Appraisal:

The procedure was conducted via an online conference. Therefore, the panel did not visit the University campus. However, the panel was provided with information and materials on the facilities of Fisipol. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. These are even extended during the examination period to better suit students' needs. Access to the literature

and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The University provides a well-equipped library and online database.

	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

The University provides a variety of supports intended to prepare students and recent graduates to determine their future career paths and enter the job market. Through an integrated system called UGM Career, the University is committed to providing up-to-date information concerning job opportunities that can be accessed through its website and social media accounts. Moreover, UGM Career also regularly holds career preparation events delivered by experts and experienced practitioners in leading companies in the country, with topics ranging from tips for building a career in certain fields, to writing resumes and cover letters and career-related consultations. Further, UGM Career also organises an annual career fair, which invites numerous companies and organisations to open job vacancies for UGM graduates. Through this event, graduates can get in contact with UGM corporate networks (business enterprises, public agencies, and NGOs).

At faculty level, Fisipol has a Career Development Centre (CDC) as one of its important supporting units. Currently, the CDC is supported by nine staff, composed of one unit coordinator, three psychologists and one administrative staff member providing counselling and mental health services and four staff members working on career development. The CDC's main objectives are strengthening students' skills and capacity as well as providing professional counsel by certified psychologists on career, academic, and personal issues. With these facilities, students, graduates (up to 6 months post-graduation), and staff can have career consultations on an individual basis.

The CDC often organises joint events together with companies, public institutions and NGOs, as well as provides internship opportunities and job vacancies to students and alumni. The CDC regularly organises events, workshops and classes to help students improve their hard skills and soft skills. There are scholarship talks and discussions, various classes such as TOEFL and IELTS preparation, foreign language, public speaking, big data analytics, and many more. Information on services and activities is updated regularly on Instagram. In addition to that, CDC conducts an annual survey to see whether their activities meet the students' needs or not. The result of this annual survey helps the faculty to improve their performance. FISIPOL also considers experiences from other faculties and universities, including international universities, in developing the CDC unit.

Alumni activities

Alumni engagement activities have been continuously promoted at University, faculty and department levels. At University level, UGM has a large-scale alumni organisation known as

KAGAMA, whose divisions and subdivisions work on annual programmes, such as alumni gatherings, classes, workshops, sports programmes and business incubation for UGM alumni who plan to start or develop their own businesses.

At faculty level, FISIPOL has KAFISPOLGAMA, which also regularly organises activities for students and alumni, such as talk shows (iTalk) by alumni from their respective. KAFISPOLGAMA also organises alumni gatherings and organising fundraising events for student scholarships. The faculty has an alumni unit with two staff who coordinate alumni-related activities, including tracer study and alumni user satisfaction. The data obtained from tracer and user studies is presented in study programme-based reports for study programme development.

MPPA alumni are recorded in academic documents and connected in WhatsApp application groups. A gathering is held once a year, scheduled on the second day of the MPPA anniversary event. The aim is to strengthen MPPA's relationship with alumni and absorb their aspirations for the development of the study programme. So far, MPPA alumni have been involved in academic activities such as resource persons in public lectures, donors in social activities, contributors in curriculum development, informants in tracer study surveys and users.

The **MPPM** regularly holds alumni meetings as part of the process of reviewing and updating the curriculum where they provide input regarding its relevance and usefulness for the world of work. Alumni meetings are packaged in the form of seminars and Focus Group Discussions (FGD). Apart from that, the MPPM also holds regular Sapa Alumni activities where alumni can share experiences in their field of work. This "meet and greet" is held regularly to update the learning curriculum to suit current work needs.

MSLG alumni organisations (Keluarga Alumni Sosiologi Universitas Gadjah Mada, KASIOGAMA) contribute to the maintenance of the alumni network. KASIOGAMA have structured setups and engages in long-term planning and regular activities, such as Alumni Sharing Sessions. These activities are instrumental in assessing and evolving academic and career-focused programmes, reflecting a dynamic interaction between alumni and current students. Additionally, allocating resources, such as scholarships and collaborative events, demonstrates a comprehensive approach to supporting and enhancing the alumni-student network.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. UGM provides sufficient resources. The CDC also offers English language training. The panel **recommends** offering interview training for students.

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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5.2 Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

Based on Law No. 12 of 2012 on Higher Education, UGM has been declared as state University with the status of a public legal entity and therefore autonomous. Government Regulation No. 26 Year 2015 on Mechanism of Financing Legal Entity-Higher Education stated that legal entity universities are given the freedom to seek funding sources outside the state budget and plan budget allocations according to the needs of each university. The financial system at UGM is centralised at University level and based on good university governance, which consists of two principles. The first is the implementation of an auditable accounting and financial management system. The second is accessible to the public. UGM publishes its financial reports via the University website.

The income is sourced from government funds, public funds from students' tuition fees, cooperation funds and asset utilisation. The various funding sources that UGM can utilise as a legal entity University help ensure adequate funding for student academic operations, including salaries and allowances for lecturers and staff providing academic services.

Financial management at the faculty and study programme level is planned through the Annual Budget Work Plan (RKAT), which is adjusted to the vision, mission and performance achievement targets. The RKAT is an integrated document consisting of detailed activities, budget and sources of funds that are outcome-based and measurable. With this system, each study programme receives an allocation of RKAT funds according to the number of students, lecturers and staff, as well as other strategic factors determined by the faculty. The evaluation and monitoring of RKAT is held every three months involving deans, department and study programme managers and the faculty finance unit.

Appraisal:

The study programmes are funded for the entire accreditation period so that students will be able to complete their studies. Gadjah Mada University is a public University that shows high and stable application rates.

	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

Overall, quality assurance in all study programmes in UGM is coordinated by the UGM Quality Assurance and Reputation Unit at University level through internal and external mechanisms. The implementation of Study Programme quality assurance and quality development is in line with the national regulations and university regulations below:

1. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education
2. Government Regulation No. 67 of 2013 concerning the Statute of Universitas Gadjah Mada
3. Regulation of Minister of Research Technology and Higher Education Number 62 of 2016 concerning the Higher Education Quality Assurance System
4. Regulation of Minister of Education and Culture Number 3 of 2020 concerning Higher Education National Standards
5. Regulation of Minister of Research Technology and Higher Education Number 5 of 2020 concerning Higher Education and Study Programme Accreditation
6. Regulation of Board of Trustees (MWA) Number 3 of 2022 concerning Organization and Governance of Universitas Gadjah Mada
7. Regulation of UGM Rector No. 11 of 2021 concerning the Internal Quality Assurance System of Universitas Gadjah Mada.

First, the Internal Quality Assurance has a minimum activity cycle for standard setting, implementing, evaluating, controlling, and improving higher education standards, or the PDCA cycle. Study Programmes at FISIPOL UGM implement the internal quality audit (AMI) once a year, with the quality of learning audit following the cycle of quality assurance activities at UGM.

The cycle begins with the formulation of standards by the University and the faculty. The standards are implemented by the study programmes at FISIPOL UGM. Later on, in the middle of the year, the UGM Quality Assurance and Reputation Unit conducts monitoring and evaluation for all study programmes through several mechanisms, including hearing with students, meetings with the study programmes managements and distribution of surveys to students, lecturers, staff, alumni and users.

Moreover, the UGM Quality Assurance and Reputation Unit also re-informs the management of the study programmes regarding the follow-up of the previous internal quality audit (AMI). The management may inform the study programmes' needs, such as workshops on outcome-based education, training for academic staff, or infrastructure improvement. In addition, the Quality Assurance Unit will also remind the management about data and evidence that must be ready for AMI at the end of the year.

Furthermore, from August to November, the study programmes conducted AMI, coordinated by the UGM Quality Assurance and Reputation Unit. The audit includes self-evaluation, visitation by UGM internal auditors, and a Management Review Meeting attended by the FISIPOL UGM's top management.

Essentially, AMI helps the study programmes prepare for an external quality audit, conducted by BAN-PT or the international accreditation board through the Study Programme Self-Evaluation (EDPS). Internally, FISIPOL UGM management also conducts quality assurance evaluation and monitoring through a managerial evaluation system carried out in two stages:

1. Evaluation at study programme level through the monthly internal meetings of the study programme: This meeting is held following the results of the faculty work meeting to formulate a strategy for implementing educational policies at the study programme level based on the faculty's evaluation.
2. Evaluation at faculty level through:
 - a. The monthly faculty work meeting
 - b. Management review meeting held at the end of each year

Second, all study programmes in UGM perform external quality assurance through accreditation by the National Accreditation Board for Higher Education (BAN-PT) every five years.

In both internal and external QA assessment, the study programme is evaluated on all aspects of educational implementation in the study programme, which includes evaluation of students, lecturers, curriculum, learning implementation, learning facilities and infrastructure, and graduates (i.e., through tracer and user studies). This Study Programme's Self-Evaluation (EDPS) is the basis for the development and improvement of the study programme in managing the learning processes. Apart from that, the faculty also encourages study programmes to take part in international accreditations recognised by BAN-PT to improve their qualifications based on the international standards.

Evaluation by students

Evaluation by the students is conducted through several methods. First, evaluation by the student is provided by UGM through student evaluation on lecturers (EDOM). Through this mechanism, students evaluate their lecturer using the platform provided by the University through SIMASTER, an integrated website that provides all the information needed by the students. This evaluation is mandatory as the student cannot see their grades and fill out the study plan for the next semester if they have not completed the EDOM survey. EDOM is fulfilled by the students twice each semester (in the middle and the end of semester). The evaluation covers all aspects of teaching. However, the results of the faculty evaluations show that the university's EDOM instrument cannot evaluate student workload in each course. Therefore, the faculty developed additional EDOM instruments, as follows:

Table 29: EDOM Workload questions

No	Additional Instrument
1	How much time (in minutes) do you spend studying in a class?
2	How many hours per week do you spend to complete your assignments?
3	How many hours per week do you spend on independent study?
4	What kind of independent study activities do you do?

The additional instrument will be implemented in the odd semester of 2024/2025. While waiting for the integration of the additional instruments, FISIPOL conducted a separate workload survey from 2022 through google form. The result of the survey has been used for evaluation and development of each study programme.

The result of the EDOM survey could be accessed by the head, secretary, academic staff of the study programme and the lecturers directly from the SIMASTER. The results are analysed and discussed by the study programme's management to improve the quality of lecturers and the learning process for the next semester. The management could coordinate with the faculty leadership or approach the lecturers to plan the improvement. The EDOM evaluation result is also discussed and evaluated by attendees in the faculty work meetings (RKF). The results will be considered for the next policy formulation by the faculty. Minutes of RKF meetings are delivered to all departments under FISIPOL UGM. Thus, every evaluation discussion is archived and accessible to all faculty members.

Second, there is student hearing, an open discussion mechanism between faculty and study programme administrators to listen to students' input and aspirations regarding services, infrastructure and learning processes. This mechanism is carried out every semester or according to needs.

Students also evaluate the teaching learning practices through student satisfaction surveys at study programme level, which are conducted twice in the middle and at the end of the semester. Aspects of assessing student satisfaction include: the learning materials received, the learning methods used by lecturers, lecture schedules, lecture facilities, feedback and responses from lecturers to students and lecturers' assistant tutors. The analysis of survey was carried out by the academic unit to be brought to the lecture preparation meetings. The results are considered for alternative policies related to curriculum and teachers.

Furthermore, a student workload survey was conducted to assess the study load, including class study time, assignment completion, and independent study. The results of this survey can identify any discrepancies or issues that may exist in the distribution of the study load and help in developing more effective improvement strategies. Thus, it can provide recommendations for improvements to enhance the quality of learning and student well-being. The survey results can also be accessed publicly by stakeholders and students on the website.

Evaluation by faculty

The evaluation of performance is carried out at two levels, namely at department and at faculty level. At department level, the evaluation is carried out through the monthly departmental meetings. In the meeting, lecturers and staff members provided input for the chairman and secretary. At faculty level, the evaluation mechanism is carried out through the monthly faculty work meeting (RKF). In this forum, the dean and deputy dean together with the management team of the departments and study programmes discuss issues relating to learning activities, course materials, curriculum, quality of the graduates, research, publications and the human resources of departments and study programmes.

These evaluation sessions encompass various facets, including semester assessment, lecture planning (including the allocation of teaching responsibilities within the MPPM curriculum, scheduling of lecturer workloads, and preparation of online instructional methodologies), formulation of the programme's development strategies and initiatives for human resource development.

External evaluation

External evaluation by alumni, employers, and third parties at UGM are mainly conducted through two surveys: Tracer Study and User Study. Both of these surveys are coordinated by the UGM Alumni Office. The respondents of the Tracer Study include alumni from Diploma,

Applied Bachelor, Bachelor, Professional, Master, Specialist and Doctoral programmes. Meanwhile the respondents of the User Study are the employers of UGM alumni. If programmes need specific insight from alumni, employers and third parties, they can conduct additional surveys or FGDs with tailored instruments.

Programme description

Information about **MPPA**, including curriculum design and course structure for both regular and double degree programmes can be accessed publicly on the website.¹⁴ The website contains complete information, such as academic guides, student activities, theses, student affairs, complaint services and information on registration procedures for prospective students. Information on the official MPPA website is updated regularly or at any time when there are changes related to the learning process at MPPA. Apart from the website, MPPA information is also available in promotional pamphlets (both electronic and printed) and social media, such as Instagram, video channels, Facebook and Spotify.

Stakeholders interested in accessing information about the **MPPM** programme can readily do so via the Department of Management and Public Policy's website.¹⁵ This online platform serves as a comprehensive resource hub, offering diverse content, including research findings and publications, updates on student and alumni activities, and details of collaborative ventures with domestic and international partner agencies and universities. Specifically, the website provides extensive information on the MPPM study programme, encompassing topics such as the rationale behind selecting MPPM, procedures for Master's degree registration, the programme's profile, available specialisations, curriculum structure, specialised courses, the MPPM Studio offerings, and examination requirements. This centralised repository ensures transparency and accessibility, facilitating informed decision-making and stakeholder engagement.

Information about the **MSLG's** regulation, structure and examination scheme is available in the Academic Guideline for the Master Programme, as well as on the website.¹⁶ The programme guidelines are developed by the Dean of the Faculty and updated annually. The programme's course content and curriculum are available on the website. All subject courses have individual Google Classroom and WhatsApp Group as learning management systems (LMS).

Information on activities during the academic year

All information about **MPPA** can be accessed via website, which provides both academic and non-academic information, including descriptions of MPPA's collaboration partners, academics, research and publications (including e-books, research reports, articles, policy briefs and annual reports), as well as student activities at MPPA. Some information regarding MPPA specifically can be accessed on the following website:

- <https://MPPA.ugm.ac.id/en/> (main website)
- <https://igpa.MPPA.ugm.ac.id/> (website for research centre)
- <https://journal.ugm.ac.id/jkap> (website for JKAP journal)

¹⁴ see: <https://map.ugm.ac.id/en/> (last access July 3, 2025)

¹⁵ see: <https://mkp.fisipol.ugm.ac.id/en/> (last access July 3, 2025)

¹⁶ see: <https://sosiologi.fisipol.ugm.ac.id/en/> (last access July 3, 2025)

In addition to the website, MPPA utilises the widely used social media platforms in Indonesia, such as Facebook, YouTube, and Instagram, to keep various stakeholders informed and well connected.

- Facebook (https://www.facebook.com/MPPAfisipolugm/?locale=id_ID)
- YouTube (<http://ugm.id/YoutubeMPPAUGM>)
- Instagram (<https://www.instagram.com/MPPAfisipolugm/>)
- Spotify (<http://ugm.id/SpotifyMPPAUGM>)
- Twitter (https://twitter.com/MPPA_FISIPOLOUGM)

The most recent updates regarding activities within the **MPPM** programme are accessible online through the website mkp.fisipol.ugm.ac.id, and across various social media platforms. Interested individuals can stay informed about ongoing developments by following the official Instagram account @dmkpfisipolugm and subscribing to the YouTube channel of DMKP FISIPOLOUGM. These channels serve as dynamic sources of information, providing timely updates on programme activities, academic resources, faculty profiles, national and international partnerships, student engagements, and other pertinent details related to the study programme. This multi-platform approach ensures easy access to comprehensive and up-to-date information for all stakeholders.

UGM regularly publishes current news and information through the university website, including about the **MSLG** study programme. The programme has also used several platforms to inform about the programme's activities during the academic year, such as enrolment, subject course selection, webinars and public lectures, including the graduation. The platforms include a website and Instagram (<https://www.instagram.com/sosiologi.ugm/>). In addition, information about MSLG's activities is discussed at the faculty meeting at the end of the academic year.

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. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes provide input for the quality development process. However, the outcomes of the satisfaction surveys seem not to be communicated to the students and the external stakeholders. Therefore, the panel **recommends** communicating the evaluations results to the students and external stakeholders in order to close the quality assurance loop.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). However, the panel raised see room for improvement regarding the course descriptions (see chapter 3.2).

UGM regularly publishes current news and information – both quantitative and qualitative – about the study programmes. Information are made available on the website, as well as via social media.

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

Quality profile

HEI: Gadjah Mada University

Master programme: Master in Public Policy and Administration (MPPA), Master in Public Policy and Management (MPPM), Master in Sociology (MSLG)

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students				X	
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties				X	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		