



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS NUSA PUTRA, SUKABUMI, INDONESIA

CLUSTER ENGINEERING

MECHANICAL ENGINEERING (BACHELOR OF ENGINEERING)

CIVIL ENGINEERING (BACHELOR OF ENGINEERING)

July 2023



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “MECHANICAL ENGINEERING” (BACHELOR OF ENGINEERING)
- “CIVIL ENGINEERING” (BACHELOR OF ENGINEERING)

OFFERED BY UNIVERSITAS NUSA PUTRA, SUKABUMI, INDONESIA

Based on the report of the expert panel, the comments by the university, the discussions of the AQAS Standing Commission in its 17th meeting on 22 May 2023, and the circulation procedure of 17 July 2023 the AQAS Standing Commission decides:

1. The study programmes “**Mechanical Engineering**” (**Bachelor of Engineering**) and “**Civil Engineering**” (**Bachelor of Engineering**) offered by **Universitas Nusa Putra, Indonesia** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 August 2024**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **31 August 2029**.

Conditions:

For both study programmes:

1. The course handbooks of the programmes must be revised to be more explicit and transparent. The references to literature need to be updated (and also include international literature). The workload must be shown in the course handbook.
2. An implementation plan has to be provided how workload of lecturers at UNSP is reduced to give them time for their PhD studies without affecting the curriculum.
3. A table must be handed in which gives an overview how many full time and part time contracts are dedicated to which faculty and also the teaching load in percentage must be specified. The actual duration of individual contracts has to be given. The workload of the lectures must be made more transparent. In addition, the tables have to be updated to reflect the current lectures and all CVs have to be provided.
4. UNSP must hand in a development plan and action plan how the existing infrastructure can be improved, for example classroom size and study programme laboratories size and equipment. All laboratories across all study programmes must be upgraded and brought up to standard by benchmarking with other Indonesian and international university laboratories. The panel of experts requires that this concept and action plan are developed jointly with the core stakeholders.

- UNSP must revise its website to achieve international standard and to attract national and international stakeholders.

For the study programme Civil Engineering:

- In Civil Engineering more foundation modules are needed, and the curriculum has to be revised accordingly. This applies particularly to the subjects Higher Mathematics, Engineering Mechanics, and Structural Analysis.
- There is a number of inconsistencies in the documents of Civil Engineering that have to be revised. Contact and independent/self-study hours of students have to be matched with the total workload.

The following **recommendations** are given for further improvement of the programmes:

For both study programmes:

- Due to the university's target to become internationally competitive, both - lecturers and students – should constantly improve their English competencies in courses which issue certificates.
- The inputs for curriculum review should be gathered through a documented, structured and regular inputs from industry, professional bodies, external examiner and other stakeholders.
- It is recommended that the strategic plan should be documented in a more detailed way that it can be easily understood together with KPIs that are specific, measurable, attainable and time bound.
- More effective communication between teaching staff and the university management about core procedures and standards should be implemented.
- The results of the QA processes - such as the Students Satisfaction Survey results – should be shared with the stakeholders (at least in an aggregated manner).
- Some statistical data are collected by UNSP but other data such as completion rate, grade distribution and failed/completed exams should also be included. These data should be analysed and used for the further development of the programme.
- An analysis should be done by the study programme on employability rate, in which sectors graduates are employed, at what level of job position they are employed or how many graduates continue their studies. The results of the analysis should be used for the development of the study programme.
- A code of good scientific conduct should be passed by the university and made available for the research work.
- The panel of experts considers the current self-study time disproportionately high. There should be a better balance between lectured time (face-to-face with a lecturer) and self-study time.
- The process of student complaints and appeals should be described and published transparently. Additionally, the involvement of an independent student body in the appeals decisions should be considered.
- It is recommended that UNSP considers providing the final exam schedule earlier to help students plan their studies and responsibilities accordingly.
- The associated agreements with other universities and companies regarding the content should be made more transparent so that the information is available to students easily.

13. The English test for international and national students should be more requiring and should follow some good practice at other universities.
14. In order to strengthen the academic responsibility, it is recommended that the faculty should have a significant role in the selection process of new staff members as well as students should be involved to a certain extent.
15. In case of the recruitment procedure, UNSP has to ensure that all persons having a decisive part in the selection process shall sign a document stating that they do not have a conflict of interest.
16. In view of the envisaged internationalisation, English language proficiency of teaching staff should be proved by respective certificates, e.g. a TOEFL test.
17. In order to strengthen the teaching skills and to foster academic exchange UNSP should invite lecturers from other high reputed national universities as guest lecturers for special topics. Furthermore, international lecturers should be invited for complete modules including examinations to contribute to the internationalisation of the study programmes,
18. Senior staff coming from large national companies outside Sukabumi region which ideally also act on international level should be invited (e.g. as guest lecturers).
19. Programme leaders should focus on improving the average duration of studies in their programmes.
20. Local students should be encouraged to go on exchange and take part in internships in other areas of Indonesia and internationally and to compete for internships in multinational companies.
21. UNSP should provide a concept and action plan for diversity and support for students with special needs. The concept should be developed jointly with the core stakeholders.
22. The experts suggest implementing a system of additional peer counselling (e.g. in the form of an independent student council system or empowering student self-governed structures) to establish a greater diversity of mentoring opportunities, involvement into university processes for students and the implementation of complaint mechanisms.
23. It is recommended that independent student bodies be granted institutional rights pertaining to the development of study programmes, monitoring of student workload, as well as the resolution of issues between students and lecturers. UNSP should search for best practice examples at international universities.

For the study programme Mechanical Engineering:

24. In Mechanical Engineering the curriculum should incorporate more courses in ITC and Electrical Engineering and topics such as automation, factory planning, and network and virtual production.
25. Students from Mechanical Engineering should be encouraged to take elective courses in Electrical Engineering and vice versa, given the current transdisciplinary nature of the field.
26. Formal coordination with the industry partners in Mechanical Engineering should be implemented to maintain these collaborations.
27. An expansion of industrial cooperation in Mechanical Engineering beyond the Sukabumi region and even on the international scale is recommended.
28. The programme of Mechanical Engineering should further strengthen its efforts of international collaboration by supporting the exchange between international and national students and by inviting more international guest lecturers to give lectures.

29. A wider range of information should be provided on the website of UNSP and the data and information given should be checked for consistency.

For the study programme Civil Engineering:

30. For the Civil Engineering it is recommended that the programme benchmarks its equipment with the laboratories of other reputed universities.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- **“MECHANICAL ENGINEERING” (BACHELOR OF ENGINEERING)**
- **“CIVIL ENGINEERING” (BACHELOR OF ENGINEERING)**

OFFERED BY UNIVERSITAS NUSA PUTRA, SUKABUMI, INDONESIA

Visit to the university: 18 – 20 January 2023

Panel of experts:

Prof. Dr.-Ing. Wolfgang Bogacki	University of Applied Sciences Koblenz, Water resources management & Modelling, Department of Civil Engineering (Germany)
Prof. Dr.-Ing. Martina Klocke	University of Applied Sciences Aachen, Vice Rector for Diversity and Equal Opportunities, Professor of Mechanical Engineering (Germany)
Prof. Dr. Bahisham Yunus	University Tenaga Nasional (UNITEN), Department of Electrical & Electronic Engineering (Malaysia)
Wulan Pristya Anggraeni	Bosch Group Indonesia, Country Human Resources (Indonesia) (Labour market representative)
Frederik Heberle	Karlsruher Institute of Technology (KIT), Chemical and Process Engineering (Germany) (Student representative)

Coordinator:

Doris Herrmann	AQAS, Cologne, Germany
Vi Le	

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the Bachelor's programmes "**Mechanical Engineering**" and "**Civil Engineering**" offered by Universitas Nusa Putra.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in January 2021. The university produced a Self-Evaluation Report (SER). In December 2021, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 21 February 2022. The

final version of the SER was handed in April 2022. Due to the pandemic situation the site visit had to take place at a later stage.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in October 2022. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place on 18 – 20 January 2023. On site, the experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The Standing Commission was informed about the procedure in its meeting on 22 May 2023. The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision in a circulation procedure on 17 July 2023. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In September 2023, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

Nusa Putra University (UNSP) is a private higher education institution located in Sukabumi, West Java, Indonesia. UNSP originated from an institute offering computer courses in 2002. It became a College of Technology in 2006 and acquired the status as university in 2018. UNSP has two faculties, the Faculty of Engineering, Computer, and Design (FECD) and the Faculty of Business and Humanities (FBH) as well as one vocational school. UNSP offers a total of 13 study programmes: two Diploma programmes, ten Bachelor's degree programmes and one Master's degree programme. At the end of 2021, UNSP had over 4,700 active students and about 660 graduates.

UNSP has defined five missions in order to implement its strategic vision, including: 1) advancing science and technology through superior and high-quality education, teaching, and learning; 2) advancing science and technology through study, research, and publication, and patenting of superior and high-quality research results; 3) advancing science and technology, which can answer superior and high-quality problems and challenges of society; 4) develop a strong and innovative organisation by utilising the potential of resources optimally, so that they can contribute to the intellectual life of the nation and state; and 5) encouraging the growth of the ability to master science and technology in Indonesia in order to create national independence. UNSP and its faculties employ key performance indicators to monitor the achievement of these goals. Strategic planning is carried out in the context of *Tri Dharma Perguruan Tinggi* or the Three Pillars of Higher Education referring to the interlacing of education, research, and community service.

The Faculty of Engineering, Computer and Design offers seven study programmes, six Bachelor's degree programmes in Electrical Engineering, Mechanical Engineering, Civil Engineering, Informatics Engineering, Information Systems, and Visual Communication Design as well as the Master's study programme in Computer Science. The first three mentioned programmes are to be accredited. The faculty has about 2,900 active students. The vision of the faculty is to become an excellent international standard faculty by 2043.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

General information

The organisational structure at the programme level includes a head of study programme, a secretary, and a head of laboratory. According to the information in the Self-Evaluation Report (SER), academic meetings of the faculty are organised every semester to tackle issues related to students, curriculum, teaching and learning processes, etc. Each programme's curriculum is developed based on graduate profiles and programme educational objectives (PEO), from which programme learning outcomes (PLO) are derived. Programme learning outcomes are differentiated in four categories: attitudes, general skills, knowledge, and special skills. At the

course level, course learning outcomes (CLO) are developed to correspond to the overarching levels of each programme. UNSP indicates in the SER that the intended learning outcomes have been developed taking into account the requirements for level 6 of the Indonesian National Qualifications Framework (KKNI) as well as recommendations from professional associations. According to SER, it is planned to update curricula every four years.

The two Bachelor's programmes to be accredited follow a common structure with university courses, faculty courses, and core courses in semesters 1 to 4; specialisation courses in semester 5; options for electives and off-campus activities in semesters 6 and 7; and the final thesis in semester 8. The aim of university-wide compulsory courses is to train generic skills, while the faculty compulsory courses introduce students into engineering and computer skills. Students can make use of the Study Completion Programme (SCP) option in choosing a research track, an internship track, or a student exchange track accounting for an amount of 28 credits. This SCP implemented a government programme, namely "Freedom to Learn/Independent Campus (MBKM)", which allows students to take courses at other study programmes, faculties, universities within or outside Indonesia in the amount of 28 SKS. The target is to allow more flexible learning paths for students.

Nusa Putra University converts the national credits (SKS system) into ECTS as follows: in the Indonesian system 1 SKS corresponds to 170 minutes per week (50 minutes of learning process activities, 60 minutes of structured assignment activities and 60 minutes of independent activities). Based on the value of 25 hours for 1 ECTS, UNSP converts 1 SKS into 1,58 ECTS.

Mechanical Engineering (Bachelor)

Description

The Bachelor's programme in Mechanical Engineering covers 8 semesters and 144 SKS. Upon completion, students are awarded a Bachelor of Engineering. The capacity for the programme is set at 110 enrolments per year; there were 312 active students in the programme in 2021.

According to the SER, the intended learning outcomes have been developed based on the Indonesian National Qualifications Framework (KKNI) and taking into account the competencies framework of the Mechanical Engineering Cooperation Agency (BKSTM). The overarching aim of the programme is to train students to become professional practitioners, technopreneurs, and/or research academics in the field of Mechanical Engineering. Graduates are usually employed by the public sector or work in the field of teaching, design, manufacturing, mining, energy, and machine maintenance services. UNSP has defined a total of 11 programme learning outcomes. To summarise, students should be able to:

- apply logical, critical, systematic, and innovative thinking in solving science and technology problems, as well as to make the right decisions by generating scientific ideas presented in the form of scientific papers.
- master, apply, and solve problems of basic science concepts, mathematics, and engineering principles in mechanical systems.
- design components, systems and/or mechanical processes to meet the needs expected by the community by considering technical standards, performance aspects, reliability, and ease of application, and/or utilising the potential of local and national resources with global insight; and
- communicate and work efficiently to solve problems and responsibilities assigned individually or in groups.

The curriculum is composed of 9 university compulsory courses (18 credits, e.g. Pancasila Education, General English), 3 faculty compulsory courses (7 credits, Introduction to Business, Introduction to Computer Applications, Entrepreneurship), 26 programme compulsory courses (82 credits, e.g. Calculus, Engineering Material,

Machine Element I, Fluid Mechanics, CAD and Engineering Data Platform, Pump and Compressor – as well as the final thesis worth 6 credits), and 11 elective/concentration courses (37 credits). Students can choose a specialisation either through the “Manufacture” concentration (Casting Technique, Production Engineering and CNC Programming, and Mechatronics) or the “Energy Conversion” concentration (Computational Fluid Dynamics, Storage Energy System, and Automotive Engineering). As for electives, they can opt for the research track (e.g. Research Experience, Scientific Writing), the internship track, or the student exchange track.

Experts' evaluation

In general, the experts find the curriculum of the Mechanical Engineering programme convincing with a well-thought concept and able to fulfil the requirements for a Bachelor's degree in Mechanical Engineering. The academic degree provided corresponds to the appropriate level of the national as well as the European Qualifications Framework. The most important fundamentals of Mechanical Engineering are taught by dedicated lecturers. The specialisation options offered take into account the needs of regional companies. During the site visit, the experts learnt that students could do internships in the companies or visit to other universities to expose to the industry and get more practical insights. In addition, the lecturers regularly undergo further training in order to adapt the modules and contents of the curriculum to the rapid technological change.

The curricular structure of the programme supports the achievement of the intended learning outcomes and the learner's progression. The core subjects are well selected to integrate into the curriculum which offers a solid theoretical foundation and knowledge in the fields. Due to the fact, that some other elements are becoming more important in the field of Mechanical Engineering, the curriculum should incorporate more courses in ITC and Electrical Engineering and topics such as automation, factory planning, and network and virtual production, **(Finding 1)**. Moreover, students from Mechanical Engineering should be encouraged to take elective courses in Electrical Engineering and vice versa, given the current transdisciplinary nature of the field **(Finding 2)**.

The modules of the study programme are uploaded to the university's own system with their contents, their form of implementation and the forms of examination presented in a transparent and comprehensible way for the students to access. On a general level, the intended learning outcomes reflect both academic and labour market requirements. All curricular elements and their functions are documented. An idealized course plan is available. However, the course handbook must be revised to be more explicit and transparent. The references to literature need to be updated and should also include international literatures. The workload is not clearly and comprehensibly shown in the course handbook, which calls for revision as well as dissemination of the module handbook among students. For the other programme a revision of the course handbook which includes the above-mentioned aspects is also necessary and must be documented **(Finding 3)**.

During the study programme, students are able to practice in laboratories that provide sufficient basic equipment, but the university and the faculty should constantly upgrade the laboratories' facilities for the benefits of students and to make them more familiar with new technologies (see chapter 6).

It is stated above that the cooperation with the industrial associations and partners in the region is well organised, and it enables the students to be well connected to practical environment during their studies. Yet, formal coordination should be implemented to maintain these collaborations with industry **(Finding 4)**. The involvement of guest lecturers from the companies is a suitable way of integrating case studies into the curriculum. An expansion of industrial cooperation in Mechanical Engineering beyond the Sukabumi region and even on the international scale is strongly recommended **(Finding 5)**.

In terms of internationalisation, the experts believe that the study programme has gained some certain achievements. However, the exchange between international and national students should be improved, as both sides

would benefit from this (**Finding 6**). Inviting more international guest lecturers to give lectures at the study programme would certainly be a further enrichment. If the university declares it as a target to become internationally competitive, both - lecturers and students - should constantly improve their English competencies (**Finding 7**). This can be achieved by participating in English courses which issue certificates.

Conclusion

The criterion is partially fulfilled.

Civil Engineering (Bachelor)

The Bachelor's programme in Civil Engineering covers 8 semesters and 145 SKS. Upon completion, students are awarded a Bachelor of Engineering. The capacity for the programme is set at 160 enrolments per year and there were 585 active students in the programme as of 2021.

According to the SER, the intended learning outcomes have been developed based on the national standards for higher education and taking into account the competencies framework of the Indonesian Civil Engineering Higher Education Consultative Body (BMPTTSSI). The overarching aim of the programme is to train students to become professional practitioners, technopreneurs, and/or research academics in the field of Civil Engineering. UNSP has defined a total of 11 programme learning outcomes. Specifically, students should be able to:

- apply logical, critical, systematic, and innovation thinking in solving science and technology problems, and make the right decisions by generating scientific ideas written in their scientific papers.
- apply knowledge of mathematics, applied physics, basic science, computing, and basics of Civil Engineering for the solution of complex engineering problems, and core knowledge, and extensive knowledge of Civil Engineering.
- design systems through experiments by utilising the potential of local resources with information analysis that is applied contextually to the boundaries of legal, economic, environment, social, political, health, and safety issues.
- identify, formulate, analyse and solve technical problems through modern methods that can be communicated well and orally and in writing.

The curriculum is composed of 9 university compulsory courses (18 credits, e.g. Religion & ethics, Indonesian Language & Culture), 3 faculty compulsory courses (7 credits, Introduction to Business, Introduction to Computer Applications, Entrepreneurship), 26 programme compulsory courses (83 credits, e.g. Numeric Analysis, Hydrology, Traffic Engineering, Environmental Impact Analysis, Wood Structure, Earthquake Engineering – as well as the final thesis worth 6 credits), and 11 study programme elective/concentration courses (37 credits). The students can choose a specialisation either through the “Structure” concentration (Building Structure, Steel & Concrete Structure, Bridge) or the “Transportation” concentration (Maritime Port, Railroad, Airfield). As for electives, they can opt for the research track (e.g. Research Project Management, Journal Writing & Proceedings), the internship track, or the student exchange track.

Experts' evaluation

The curriculum has been developed in agreement with the ILO defined by BMPTTSSI and meets the Bachelor's level (S1) of the Indonesian National Qualifications Framework (KKNI). It also covers in principle the internationally standard subjects of a Civil Engineering programme on Bachelor's level with a practical focus. In addition, there are some special modules like Earthquake Engineering, which are of importance in the region. Though the curriculum serves the needs of the local labour market, in view of the intended

internationalisation and in order to give students the theoretical background to successfully qualify in Civil Engineering master courses, more foundation modules are needed, and the curriculum has to be revised accordingly. This applies particularly to the subjects Higher Mathematics, Engineering Mechanics, and Structural Analysis (**Finding 9**).

For the Civil Engineering study programme, the existing laboratories are sufficient for standard concrete, asphalt, and soil testing. It is appreciated that in addition, the Public Works' material testing lab is used for students' projects, which allows them to experience the testing procedures in practice. Nevertheless, to stimulate and enable future research, it is recommended that the study programme benchmarks its equipment with the laboratories of other reputed universities (**Finding 10**).

There is a number of inconsistencies in the documents that should be thoroughly corrected. In addition, the calculation of workload for the modules of the study programme shown to the experts during the site visit is not transparent. Contact and independent/self-study hours of students have to be matched with the total workload (**Finding 11**). Furthermore, teaching and assessment methods should be specified differentiated for each module, which also requires the revision of the module handbook (see Finding 3).

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

The quality assurance system of UNSP is based on a Rector's Decree concerning Quality Assurance Standards and follows a PPEPP cycle with the steps Determination, Implementation, Evaluation, Control and Upgrade. In addition, there are Quality Assurance System Guidelines as well as a Standard Quality Manual, Standard Operating Procedures and Implementation Forms. The involvement of internal and external stakeholders (including students, graduates, academic staff, management, administration, industry/entrepreneurs, public authorities, non-governmental bodies) is regulated by this framework.

According to the SER, the overall strategy of the university informs the quality assurance activities at all levels based on five standards: governance standards, education standards, research standards, community service standards, and student and alumni standards. In this respect UNSP defines quality standards and quality indicators taking into account the national higher education standards, the national accreditation standards and the university-wide strategy set out by a Management Review Meeting (RTM) around the Rector. At university, faculty and programme levels there are sets of key performance indicators including the amount of

well-employed graduates, of off-campus lecturer's activities, of practitioners who are teaching in campus, of international recognition, etc. The central Quality Assurance Unit (QAU) is in charge of developing and coordinating the overall quality assurance mechanisms. A Quality Assurance Group (GPM) at faculty level and a Quality Control Group (GKM) at programme level are tasked with implementing the procedures.

The following evaluation instruments are used at UNSP: an internal quality audit (involving auditors checking the implementation of the set quality standards), a lecture performance survey (completed by students at the end of each semester), a student satisfaction survey (carried out at the end of each academic year and dealing with university services). The evaluation results are compiled in a report submitted to the Rector and the Management Review Meeting (RTM). A meeting takes place once a year with a review of the changes/implementation of the recommendations after three to six months.

Additionally, UNSP indicates that the achievement of the learning outcomes by the students is checked in three stages: after four semesters, after eight semester and after fourteen semesters. This monitoring is based on the number of credits students have gained compared to the expected amount set, the grade point average, and the completion of competency certifications. According to information in the Self-Evaluation Report it can lead to counselling session with the students having difficulties. The achievement of graduate work targets is monitored by the university-wide Career Service Unit (CSU); it collects alumni data and measures the level of satisfaction of graduate through a yearly survey.

UNSP states in its Self-Evaluation Report that its guidelines and regulations implement national non-discrimination policies.

Experts' evaluation

The university has an ambitious but achievable strategic plan. The plan is being monitored and measured through 10 objective target areas and KPIs. For the panel of experts, it was not clear which key indicators are being measured for each objective areas and what are the targets and achievements. It is recommended that the strategic plan be comprehensively documented, incorporating clearly defined KPIs that are specific, measurable, attainable, and time-bound (**Finding 12**).

In the discussions during the site visit the panel of experts got the impression that the teaching staff is not well informed about the recruitment process. The same is true for other procedures which are of relevance for the staff members of Nusa Putra University. Therefore, more effective communication between teaching staff and the university management about procedures and standards should be implemented (**Finding 13**).

The responsibilities for internal QA are defined and the panel of experts had the opportunity during the site visit to discuss with the person in charge. There are no doubts that Nusa Putra University has implemented several instruments to check the quality of teaching and learning internally and that these are in principle adequate to monitor the quality on a general level. Nevertheless, some aspects of data management and closing the feedback loop in the internal quality assurance system are lacking. The panel of experts considers it to be necessary that also the results of the QA processes - such as the Students Satisfaction Survey results – should be shared with the stakeholders (at least in an aggregated manner). For the students it is important to get an idea of action taken by the university based on their feedback (**Finding 14**).

Some statistical data on students' progression are compiled e.g. student composition, study duration. Other data such as completion rate, grade distribution and failed/completed exams should also be included. These data should be analysed and used for the further development of the programme (**Finding 15**).

Alumni surveys are conducted to gauge employability rate, duration to get employment and suitability of academic qualification with the employment. An analysis should be done by the study programme on employability rate, in which sectors graduates are employed, at what level of job position they are employed or how many

graduates continue their studies. The results of the analysis should be used for the development of the study programme (**Finding 16**). For example, overall feedback from the industry for the graduates indicated that improvements are needed in their communications and English language skills in the study programme. The low employability rate reported at 67% should be investigated, as it could be due to the fact that it is a snapshot of the particular time the Tracer Study was conducted, or other factors related to academic quality.

The university has procedures are set in place to safeguard academic integrity during exams. Additionally, it should also prevent plagiarism and academic fraud within the programme. A code of good scientific conduct should be passed by the university and made available for the research work (**Finding 17**).

The panel of experts commend Nusa Putra University for being sensitive to the aspect of intolerance and discrimination as explained by the university management during the site visit. The inclusive approach of the university is highly appreciated by the experts and addresses the needs of the heterogeneous society in Indonesia.

Conclusion

The criterion is partially fulfilled.

3. Learning, teaching and assessment of students

Bachelor's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

UNSP has compiled an Academic Manual and Student Guidelines including information on the structure of study programmes and regulating the teaching, learning, assessment, transfer, graduating and review processes. One study semester consists, for each course, of 14 learning sessions and 2 examination sessions (mid-term and final examination).

According to information in the Self-Evaluation Report teaching and learning is carried out using a blended learning system at the faculty including lectures, onsite teaching as well as online elements. Generally, UNSP states that its curricula follow a student-centred approach, specifically using elements of problem-based learning, project-based learning, and case-based learning. According to information in the Self-Evaluation Report the engineering programmes adopt the outcome-based education (OBE) principles. The courses include delivery as well as discussion of information within classroom, seminar, and independent learning formats.

Within the framework of *Tri Dharma* UNSP states that students take an active role in the research activities carried out by academic staff. Especially within the research track in semesters 6 and 7 students should among others search for data, assist in data input and data analysis. Additionally, UNSP indicates that research results generally influence teaching and that the students' experiences in research and in community service activities blend into their studies.

Assessment methods in the courses and during the mid-term and final examination include quizzes, projects, attendance, essays, multiple choice questions. Before each assessment period students have a preparatory

break of one week. Exams are organised by the Learning Operation Unit (LOU) and students receive the final exam schedule two weeks prior to each exam period. UNSP has defined a standard operating procedure regarding student appeals and complaints.

Experts' evaluation

The panel of experts acknowledges that the university is committed to providing a student-centred learning environment. Based on the information provided by UNSP however, it was found that the current self-study time seems disproportionately high. There should be a balance between lectured time (face-to-face with a lecturer) and self-study time (**Finding 18**). Although the self-study time of students seems higher than usual the panel of experts applauds UNSP for creating a suitable workload for students according to the student body.

Also according to the students, some lectures can become challenging for those who study abroad or remotely for a period and cannot attend lectures in-person. This may require reorganisation of those lectures or providing the students abroad/studying remotely with technical materials to facilitate complete online or remote participation during that time.

The module handbook needs to be revised to be more understandable. The given literature recommendation needs to be updated and should additionally include international literature (see Finding 3). The list of teaching methods mentioned in the module handbook needs to reflect what is done in fact at UNSP. Keeping the module handbook clean and up to date can be a powerful marketing tool especially when trying for international recognition and attracting international students. It is therefore recommended that UNSP look at and benchmark module handbooks of comparable study programmes of other Indonesian and international universities (see Finding 3).

Regarding the curriculum, it was noted that there is a constraint for the faculty to follow the regulation of the ministry, which can hinder their flexibility to keep up with the fast-changing field of engineering. On the positive side, the faculty shows a lot of attention towards community service and internships in industry or societal organizations, such as public administration, regional authorities, or NGOs, in the form of the MBKM programme, which are well-received and appreciated by the involved students and stakeholders. The implementation of MBKM supports the various programmes at the faculty in responding to individual student needs, providing some flexibility for individual learning paths. While there is broad freedom of choice in terms of electives and the MBKM, it remains somewhat difficult to see how the coherence of each student's choice of electives is guaranteed and to compare the completed degrees of students studying the same study programme. Additionally there is no structural guarantee that each student will realize the intended interlace of theory and practice. During the site visit, local employers emphasized in discussions that graduates of UNSP still need strong in-house training before they are productive in their organization.

The advisory support system through the academic advisor is being regarded as very supportive of the individual student's needs. However, one area for improvement is the process of student complaints and appeals. The extent to which students have a legal right to appeal at higher and more independent level was not clear to the panel of experts. This lack of clarity can be problematic for students who feel that they have been graded or treated unfairly during their studies. To address this issue, the panel of experts suggests that the process of student complaints and appeals should be described and published transparently (**Finding 19**). This will help to ensure that students are aware of their rights and the steps they need to take in the event of a dispute. Additionally, the involvement of an independent student body in the appeals decisions should be considered. This can help to provide an additional level of oversight and ensure that the appeals process is fair and impartial. By taking these steps, UNSP can help to ensure that students are treated fairly, and that their academic and personal concerns are addressed in a timely and effective manner.

Finally, the panel of experts notes that the final exam schedule is given to students only two weeks prior to each exam period, which can make it difficult for students to plan ahead, especially for those with additional responsibilities such as caring for family members or working part/full-time. International students who plan to travel home during the break may also face difficulties. It is recommended that UNSP considers providing the final exam schedule earlier to help students plan their studies and responsibilities accordingly (**Finding 20**).

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission policy and requirements are based on the Rector's Decree on the Policy for Admission of New Students as well as on the corresponding guidelines. There are two admission streams at UNSP: students with a scholarship programme and students without a scholarship programme. Applicants with a scholarship programme must be graduates from high school and take an entrance screening test including written test and an interview in English. Applicants without a scholarship programme must be graduates of high school and complete a general knowledge test (computer-based test), an interview in English and an interview with the programme leaders. Students who have not graduated from high school with a science or engineering major must take additional courses prior to beginning their studies in the two Bachelor's programmes. For the two programmes there is also a Talent Assessment.

In semesters 1 to 7 students complete between 18 and 22 credits each, in their final semester they complete their final thesis worth 6 credits. The progression of students each semester is monitored using metrics and may be discussed in a coordination meeting between the students' academic supervisor and the programme leaders in case of delays. Data and monitoring tools are accessible through the university's learning platform.

Students can take courses and conduct other activities outside of the university in the framework of the Freedom to Learn policy and by using the different tracks of the Study Completion Programmes in the sixth and seventh semesters. UNSP mentions in its Self-Evaluation Report student exchange programmes nationally and internationally. As examples of community services UNSP names among others, internships, projects in rural areas, humanitarian projects, entrepreneurial activities.

Recognition of outside activities are based on the completion of a Memorandum of Understanding with outside institutions, at which the activities are carried out, and follow guidance given by a supervisor. Students have to provide evidence on the activities, which must be deemed equivalent to the subjects of the study programme. UNSP states that it follows the national regulations on the recognition of prior learning and accommodates for the recognition of informal and non-formal learning activities. Generally, the university has set a policy to require students to take competency certification at national and international levels: for example, the Competency Certification in the New Renewable Energy Sector from the Ministry of Energy and Mineral Resources or the Competency Certification Occupational Health and Safety.

Upon graduation students are awarded a diploma, an Academic Transcript, and a Diploma Supplement or SKPI.

Experts' evaluation

The increasing number of applicant (registrants) in the three engineering courses indicates a strong interest and high attractiveness of the study programmes.

The formal requirements for admission and the specific prerequisites for individual study programmes are clearly defined and made available to prospective students. The selection procedure follows defined criteria and steps which is available to prospective students. A well-structured and well described student selection process is in place, combined with an entrance test. Data and monitoring tools for the admission process are available. The selection systems are well thought-out and adapted to various prerequisites of prospective students.

Students have the opportunity to find out about their current performance status at any time throughout their studies.

The opportunities offered in the curriculum in the sixth and seventh semesters to conduct courses and other activities outside the university (MBKM, see above) that are well prepared in terms of content support the development of competencies for later professional activity as well as the mobility of students.

The associated agreements with other universities and companies regarding the content should be made more transparent so that the information is available to students easily (**Finding 21**).

The universities are expecting the ministry to develop more regulations for the recognition of prior learning, including non-formal and informal learning. This issue cannot be solved by a single university but needs to be addressed on the national level.

The English test for international and national students should be longer than a 15 minutes interview and follow some good practice at other universities (**Finding 22**).

The documents which are issued to graduates upon completion of their studies are available and provide transparent information on the qualification gained, including learning outcomes, national context, level, and status of the studies.

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

The recruitment of teaching staff is based on the Academic Selection and Interview Panel Guidelines; it starts with a proposal submission by the head of the study programme, followed by the appointment of a selection team by the Rector and includes a selection/test stage carried out by the academic department of the study programme. The selection/test phase includes a TPA test, an English proficiency test, a micro teaching ability test, and an interview. According to information in the Self-Evaluation Report UNSP has developed recruitment plans in advance of the retirement of academic staff.

According to the SER, for the Mechanical Engineering programme there are 11 full-time lecturers, the ratio of lecturers to students is 1:28. For the Civil Engineering programme there are 18 full-time lecturers, the ratio of lecturers to students is 1:32

Teaching staff has a teaching workload between 12 to 16 credits per semester. UNSP has defined lecturers' workload guidelines. UNSP states in its Self-Evaluation Report that the two programmes actively invite external practitioners and guest academics as visiting lecturers to contribute to the teaching and learning activities.

According to information in the Self-Evaluation Report lecturers are encouraged to pursue their training through doctoral studies and are given support to develop their subject specific knowledge and their teaching skills (internal IT-training, participation in the national training for new lecturers, use of new technologies in teaching, participation in conferences). Additionally, there is also support (incl. funding) for research and community service activities.

Experts' evaluation

The number of lecturers is highly dynamic at UNSP and new lecturers already have been employed since submission of the Self-Evaluation Report. Lecturers of the study programmes are very motivated and dedicated. Most of the lecturers are quite young. In order to improve the academic level of lectures, the university has started a programme where in each study programme 2 lectures per year can take part in an online PhD programme at an international university. This staff development measure is appreciated as very good and efficient however, an implementation plan has to be provided how workload of lecturers at UNSP is reduced to give them time for their PhD studies without affecting the curriculum **(Finding 23)**.

On the basis of the written documents, it was difficult for the panel of experts to get a clear picture of the situation at UNSP. The information about teaching staff provided in the Self-Evaluation Report is insufficient. The experts request that a table is handed in which gives an overview how many full time and part time contracts are dedicated to which faculty and also the teaching load in percentage has to be specified. The actual duration of individual contracts has to be given. The workload of the lectures has to be made more transparent, e.g. by specifying individual teaching, research, community service hours per week and accounting for teaching of parallel classes. In addition, the tables have to be updated to reflect the current lectures and all CVs have to be provided (at least in a short version) **(Finding 24)**.

The recruitment procedure of lecturers is defined in a respective process. According to this process, neither the study programme nor the faculty is involved in the recruitment procedure besides having specified a demand. In order to strengthen the academic responsibility, it is recommended that the faculty should have a significant role in the selection process as well as students should be involved to a certain extent **(Finding 25)**. Although there exist guidelines to prevent from conflicts of interest, these guidelines are very general and rather a code of good conduct without concrete measures. In case of the recruitment procedure, UNSP has to ensure that all persons having a decisive part in the selection process shall sign a document stating that they do not have a conflict of interest **(Finding 26)**.

From the discussions it is understood that English language proficiency of lecturer candidates is evaluate by an interview only. In view of the envisaged internationalisation, English language proficiency of teaching staff should be proved by respective certificates, e.g. a TOEFL test **(Finding 27)**.

In order to strengthen the teaching skills and to foster academic exchange, it is suggested to invite lecturers from other high reputed national universities as guest lecturers for special topics. Furthermore, international lecturers should be invited for complete modules including examinations to contribute to the internationalisation of the study programmes **(Finding 28)**. This could be cost efficiently organised through international lecturer exchange programmes e.g. by DAAD, British Council, and others. The same applies for international research cooperation.

Senior staff coming from large national companies outside Sukabumi region, which ideally also act on international level, should be invited as guest lectures for a defined period **(Finding 29)**.

While the workload for students is transparently given as SKS and is the same as for all study programmes, the actual workload of teaching staff is not transparent. It could not be clarified, what the actual teaching capacity in the Civil Engineering study programme is. Thus, it could not be evaluated, if there is sufficient teaching staff in relation to the curriculum and number of students. Transparent information about full/part time (with %) contracts has to be provided for all lecturers in the study programme. In addition, informative CVs of all current lecturers have to be provided (see above).

The workload of the teaching that was provided in SER document does not reflect the actual teaching workload carried out by staff, it is recommended that it must be described transparently, including time for supervision of students' projects, research and community services. There are also international classes conducted in English to cater for international students which the workload should be reflected in the document.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

For each course students receive a Semester Learning Plan (RPS) which includes information on teaching plans, handouts, presentation slides, tutorials, lecture notes, tests, exam papers, quizzes, assignments, projects, and other related documents. According to information in the Self-Evaluation Report RPS are evaluated at the end of each semester and adapted if necessary. Students also receive information on the overall academic regulation in the Academic Manual and Student Guidelines.

Each student is assigned an academic advisor/supervisor supporting students in setting their study plan and checking their progression. A meeting takes place at least three time per semester. At the level of the faculty students have access to guidance and counselling, interest and talent supports, soft skill development,

scholarships and health care services. Centrally students are supported by among others the Career Service Unit (CSU), the Language and Culture Unit (LCU), the Student Creativity and Activity Unit (SCAU) and the Student Counselling Unit (SCU).

UNSP points in its Self-Evaluation Report to the role played by the student associations in each programme, e.g. the Electrical Student Association or the IEEE Student Branch Nusa Putra University. Generally, there are also student bodies at UNSP including the Student Representative Council (DPM) and the Student Executive Board (BEM).

UNSP indicates that all facilities and infrastructures meet occupational health and safety standards and are designed to be accessible for persons with disabilities. At the faculty there are the Machinery and Materials Lab, the Control and Automation Lab, the Design and Computer Lab and the English Lab. In addition, students have access to classrooms, a library as well as public facilities including for sports, worship, catering etc.

Experts' evaluation

As explained above, students are provided with access to course descriptions (which have to be revised), including information on intended learning outcomes, methods of learning and teaching and forms of assessment. The panel of experts got the impression during the site visit that procedures are set in place to coordinate course offers on content and organisational levels in a sufficient way.

UNSP provided statistical data showing somewhat long study times in the SER. UNSP representatives were not always able to provide clear reasons for this during the site visit. Consequently, the experts recommend that programme leaders focus on improving the average duration of studies in these programmes (**Finding 30**).

The presentation of infrastructure in the SER and during the site visit showed an appropriate level to generally fulfil the needs of the study programmes.

Considering the rising numbers of students and courses the experts see the need to improve upon the existing infrastructure, especially in classroom size, student-lecturer ratio for most of the programmes and study programme laboratories size and equipment. One way to achieve better workload distribution across lecturers (as described in chapter 5) could be offering common courses for multiple study programmes as well as holding those courses in bigger classrooms.

In terms of laboratories, the experts consider it to be necessary that for continuous improvement of teaching methods and content of lectures all laboratories across all study programmes should be upgraded and brought up to standard when benchmarking with other Indonesian and international university laboratories. This statement is specifically relevant for the programme Mechanical Engineering.

All in all, the infrastructure must be improved upon, including classrooms and laboratories for larger groups of students. UNSP must hand in a development plan for its labs and classrooms on campus for the next 5 years. The panel of experts requires that the university must develop a concept and action plan jointly with all stakeholders (student body, local and national industry representatives, teaching staff) (**Finding 31**).

It is considered to be useful that additional measures are taken regarding teaching infrastructure off campus like founding new cooperations with other companies and institutes.

The library is well equipped with appropriate national literature and other academic sources to achieve the intended learning outcomes but should be improved regarding international literature.

Advisory services are provided for local and foreign or exchange students. However, the number of foreign or exchange students across the study programmes are low and almost no foreign or exchange students have successfully participated in MBKM internship programmes and completed their studies at UNSP yet (as

confirmed during the site visit). In order to be more attractive to foreign and exchange students and to fulfil their plan to be a leading international university UNSP has to improve upon counselling and advise international students in regard to completion of their study programmes. Additional focus should be applied to student exchange programmes for incoming as well as outgoing students. Local students should be encouraged to go on exchange and take part in internships in other areas of Indonesia and internationally and to compete for internships in multinational companies (**Finding 32**). Additionally, the percentage of female and diverse staff and students are below average. Diversity concepts and support for students with special needs should be expanded upon, as in the current state many obstacles exist in infrastructure for students with special needs. UNSP should provide a concept and action plan developed jointly with all stakeholders regarding the improvement of diversity as well (**Finding 33**).

All students are assigned an academic advisor that supports students from the beginning during their whole study programme and meets them at the least three times a semester. Students find the system of academic advisors very beneficial and are thoroughly satisfied with the way they receive support. However, the panel of experts is concerned that in situations where students might have a problem regarding their academic advisor, there are no formal avenues for complaint. Consequently, and regarding concerns mentioned before, the experts propose that UNSP should implement additional peer counselling (e.g. in the form of an independent student council system or empowering student self-governed structures) to establish a greater diversity and less hierarchical structures of mentoring opportunities, involvement into university processes for students and the implementation of complaint mechanisms (**Finding 34**). According to the perspective of the expert panel, it is recommended that independent student bodies be granted institutional rights pertaining to the development of study programmes, monitoring of student workload, as well as the resolution of issues between students and lecturers. UNSP would benefit greatly if they looked to international universities for examples to develop similar structures of student participation (**Finding 35**).

Conclusion

The criterion is partially fulfilled.

7. Information

Bachelor's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

UNSP indicates in the SER that prospective as well as active students can find all the necessary information regarding their studies on the university website: programme content, course descriptions, admission requirements, selection procedures, qualifications awarded, learning, teaching, and assessment procedures. The Public Relations Office of the university is in charge of providing information to stakeholders on its website and using other channels such as social media. UNSP states that it also organises information days and provide information material at e.g. local high schools.

Experts' evaluation

The UNSP website provides a good collection of information, from its available programme, courses, admission, selection steps, to a glance of learning and teaching method. The presentation of students, campus building, and activities images on the websites are intriguing and create pleasant representation of the overall university image.

Currently, the sites would work better for local stakeholder comparing to the experience that might arise for the international stakeholder, since almost all the pages are only partially and not always properly translated into English (e.g., programme content, admission requirement, posters, internships information, SAAC page, track options, learning options, teaching, fees, awards, news, announcement, research, and articles). UNSP must revise its website to be in line with its own targets, to achieve international standard and to attract national and international stakeholders (**Finding 36**).

In addition, the information provided would be more beneficial if the university willing to put more effort to tidy up the pages to create a seamless and efficient 'user interface' and therefore also improve the overall 'user experience'. In the meantime, there still many similar groups of admission information are being placed and scattered separately in different pages and site address (some at <https://nusaputra.ac.id/registrasi/penerimaan-mahasiswa-baru/> and the other at <https://pmb.nusaputra.ac.id/daftar-informasi>). In which causing confusion.

Some of information are redundantly present, meanwhile many crucial information is unfortunately still missing and are not updated:

- There is no explanation on what is *SKS* and how it stand against International Credit System
- The Elective Courses are not described both in its definition and the options available
- the admission guidelines lack details, especially on registration account creation, and the payment manual on admission is not defined (please put in mind your international stakeholders process as well)
- The steps of selection procedures is available however no detailed timeline is stated
- The selection announcement cannot be found
- There is also no transparent information on the admission quotas in the past and the current year
- There is no detail on assessment procedure such as test detail, passing score, and other necessary information needed

The above-mentioned information should be provided on the website of UNSP (**Finding 37**).

The University's mission is to develop innovation and elevates creativity through diversity. To follow this mission the University should not only focus on shaping "religious" human based on Islamic teachings through its mandatory courses on religion & ethics, but also strive to focus better on the perception and values of its international stakeholders.

Conclusion

The criterion is partially fulfilled.

Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “**Mechanical Engineering**” offered by Nusa Putra University with conditions.

The panel of experts recommends postponing the decision on the study programme “**Civil Engineering**” offered by Nusa Putra University.

The panel of experts commended the relatively young university for its ambitions to offer high level education in this region of Indonesia. The university is very helpful in giving the resources to the local region and to fosters the exchange with the companies regarding applied oriented aspects of the programmes (internships, labs, guest lecturers). The panel met highly motivated teaching staff and students at Nusa Putra University.

Findings:

1. In Mechanical Engineering the curriculum should incorporate more courses in ITC and Electrical Engineering and topics such as automation, factory planning, and network and virtual production.
2. Students from Mechanical Engineering should be encouraged to take elective courses in Electrical Engineering and vice versa, given the current transdisciplinary nature of the field.
3. The course handbooks of the programmes must be revised to be more explicit and transparent. The references to literature need to be updated (and also include international literature). The workload must be shown in the course handbook.
4. Formal coordination with the industry partners in Mechanical Engineering should be implemented to maintain these collaborations.
5. An expansion of industrial cooperation in Mechanical Engineering beyond the Sukabumi region and even on the international scale is recommended.
6. The programme of Mechanical Engineering should further strengthen its efforts of international collaboration by supporting the exchange between international and national students and by inviting more international guest lecturers to give lectures.
7. Due to the university’s target to become internationally competitive, both - lecturers and students – should constantly improve their English competencies in courses which issue certificates.
8. The inputs for curriculum review should be gathered through a documented, structured and regular inputs from industry, professional bodies, external examiner and other stakeholders.
9. In Civil Engineering more foundation modules are needed, and the curriculum has to be revised accordingly. This applies particularly to the subjects Higher Mathematics, Engineering Mechanics, and Structural Analysis.
10. For the Civil Engineering it is recommended that the programme benchmarks its equipment with the laboratories of other reputed universities.
11. There is a number of inconsistencies in the documents of Civil Engineering that have to be revised. Contact and independent/self-study hours of students have to be matched with the total workload.

For both study programmes:

12. It is recommended that the strategic plan should be documented in a more detailed way that it can be easily understood together with KPIs that are specific, measurable, attainable and time bound.
13. More effective communication between teaching staff and the university management about core procedures and standards should be implemented.
14. The results of the QA processes - such as the Students Satisfaction Survey results – should be shared with the stakeholders (at least in an aggregated manner).
15. Some statistical data are collected by UNSP but other data such as completion rate, grade distribution and failed/completed exams should also be included. These data should be analysed and used for the further development of the programme.
16. An analysis should be done by the study programme on employability rate, in which sectors graduates are employed, at what level of job position they are employed or how many graduates continue their studies. The results of the analysis should be used for the development of the study programme.
17. A code of good scientific conduct should be passed by the university and made available for the research work.
18. The panel of experts considers the current self-study time disproportionately high. There should be a better balance between lectured time (face-to-face with a lecturer) and self-study time.
19. The process of student complaints and appeals should be described and published transparently. Additionally, the involvement of an independent student body in the appeals decisions should be considered.
20. It is recommended that UNSP considers providing the final exam schedule earlier to help students plan their studies and responsibilities accordingly.
21. The associated agreements with other universities and companies regarding the content should be made more transparent so that the information is available to students easily.
22. The English test for international and national students should be more requiring and should follow some good practice at other universities.
23. An implementation plan has to be provided how workload of lecturers at UNSP is reduced to give them time for their PhD studies without affecting the curriculum.
24. A table must be handed in which gives an overview how many full time and part time contracts are dedicated to which faculty and also the teaching load in percentage must be specified. The actual duration of individual contracts has to be given. The workload of the lectures must be made more transparent. In addition, the tables have to be updated to reflect the current lectures and all CVs have to be provided.
25. In order to strengthen the academic responsibility, it is recommended that the faculty should have a significant role in the selection process of new staff members as well as students should be involved to a certain extent.
26. In case of the recruitment procedure, UNSP has to ensure that all persons having a decisive part in the selection process shall sign a document stating that they do not have a conflict of interest.
27. In view of the envisaged internationalisation, English language proficiency of teaching staff should be proved by respective certificates, e.g. a TOEFL test.
28. In order to strengthen the teaching skills and to foster academic exchange UNSP should invite lecturers from other high reputed national universities as guest lecturers for special topics. Furthermore,

international lecturers should be invited for complete modules including examinations to contribute to the internationalisation of the study programmes,

29. Senior staff coming from large national companies outside Sukabumi region which ideally also act on international level should be invited (e.g. as guest lecturers).
30. Programme leaders should focus on improving the average duration of studies in their programmes.
31. UNSP must hand in a development plan and action plan how the existing infrastructure can be improved, for example classroom size and study programme laboratories size and equipment. All laboratories across all study programmes must be upgraded and brought up to standard by benchmarking with other Indonesian and international university laboratories. The panel of experts requires that this concept and action plan are developed jointly with the core stakeholders.
32. Local students should be encouraged to go on exchange and take part in internships in other areas of Indonesia and internationally and to compete for internships in multinational companies.
33. UNSP should provide a concept and action plan for diversity and support for students with special needs. The concept should be developed jointly with the core stakeholders.
34. The experts suggest implementing a system of additional peer counselling (e.g. in the form of an independent student council system or empowering student self-governed structures) to establish a greater diversity of mentoring opportunities, involvement into university processes for students and the implementation of complaint mechanisms.
35. It is recommended that independent student bodies be granted institutional rights pertaining to the development of study programmes, monitoring of student workload, as well as the resolution of issues between students and lecturers. UNSP should search for best practice examples at international universities.
36. UNSP must revise its website to achieve international standard and to attract national and international stakeholders.
37. A wider range of information should be provided on the website of UNSP and the data and information given should be checked for consistency.