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QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

UNIVERSITAS SEBELAS MARET

CLUSTER COMMUNICATION - SOCIOLOGY

COMMUNICATION SCIENCE (BACHELOR OF ARTS)

SOCIOLOGY (BACHELOR OF ARTS)

February 2024



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “COMMUNICATION SCIENCE” (BACHELOR OF ARTS)
- “SOCIOLOGY” (BACHELOR OF ARTS)

OFFERED BY UNIVERSITAS SEBELAS MARET, SURAKARTA, INDONESIA

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 20th meeting on 26 February 2024, the AQAS Standing Commission decides:

1. The study programmes “**Communication Science**” (Bachelor of Arts) and “**Sociology**” (Bachelor of Arts) offered by **Universitas Sebelas Maret, 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 March 2025**. 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 March 2030**.

Conditions:

For both study programmes:

1. The intended learning outcomes (ILO) in the course handbook of the two study programmes must be revised to be more concise and specific to better reflect the profile of both study programmes.
2. The university has to provide a strategic plan on how to ensure the teaching quality of courses and how to address the personnel gap when the lecturers are abroad pursuing a PhD degree.

Additionally for the study programme “Communication Science”:

3. The curriculum must be reformed to catch up with the rapid changes in the communication and media industry.

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

For both study programmes:

1. It is recommended to strengthen the methodological competencies of students such as quantitative research methods and offering more interdisciplinary courses.

2. It is recommended to elaborately document the quality assurance discussions as well as implementation, e.g., in the form of minutes of the results in order to have a basis for regular follow-ups.
3. A structured and regular exchange with the labour market should be implemented and it should also include strategic aspects to contribute to further developments of the curriculum to catch up with the contemporary trends in the fields.
4. To complete the feedback loop, it is recommended to share essential results of the academic evaluation with the students.
5. When offering classes in the form of seminars which require an interactive and creative teaching style, the sizes of classes should be lowered to ensure the learning efficiency.
6. More interdisciplinary approaches should be included in both study programmes and interdepartmental exchange and delivered to students in more structured offers to help students understand problems from different perspectives and train them with problem-solving skills.
7. The university should strive for a closer cooperation with internship providers and offer comprehensive consultations to students to prepare the recognition of their MBKM activities before enrolling in the programme.
8. The international mobility of students should be strengthened on the strategic level and supported on the practical level, e.g., by learning agreements with foreign universities.
9. A more robust platform for collaboration and exchange of ideas within the faculty should be established to provide better strategies for addressing the needs and challenges of both study programmes.
10. To further improve the proportion of international students, special orientation courses to familiarise students with local culture, politics, research skills, soft skills, and language skills, should be offered by both study programmes.
11. For the international students to better understand the information, all information channels of both study programme should be delivered in both Indonesian and English.

Additionally for the study programme “Communication Science”:

12. It is recommended that the regular evaluations, graduate surveys, and feedback from the labour market in the field of communication be utilised more effectively for the continuous development of the curriculum.
13. To diversify the feedback and perspectives from the industry, the cooperation should be expanded to big-tech and top companies in various fields.

Additionally for the study programme “Sociology”:

14. It is recommended to sharpen the profile of the study programme in line with the core profiles and making it more visible in comparison to other universities to better cater for the diverse needs of the local and regional labour market.
15. In order to update students with current trends, courses on the historical perspectives on national, regional and international level as well as multidisciplinary topics relating to gender, post-colonialism, as well as the political economy of other regions should be added to the curriculum.

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

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- **“COMMUNICATION SCIENCE” (BACHELOR OF ARTS)**
- **“SOCIOLOGY” (BACHELOR OF ARTS)**

OFFERED BY UNIVERSITAS SEBELAS MARET, SURAKARTA, INDONESIA

Visit to the university: 04-06 July 2023

Panel of experts:

Prof. Dr. Martin Löffelholz	Technische Universität Ilmenau, Chair of Media Studies (Germany)
Prof. Dr. Biray Kolluoğlu	Boğaziçi University, Department of Sociology (Turkey)
Eddy Prastyo	Suara Surabaya Media, New Media Manager (Indonesia) (representative of the labour market)
Max Philipp Jansen	Student of Goethe Universität Frankfurt am Main, Sociology (Germany) (student expert)

Coordinator:

Doris Herrmann

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AQAS, Cologne, Germany

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 study programmes “**Communication Science**” (**Bachelor of Arts**) and “**Sociology**” (**Bachelor of Arts**) offered by **Universitas Sebelas Maret**, Indonesia.

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 November 2021. The university produced a Self-Evaluation Report (SER). In July 2022, 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 05 December 2022. The final version of the SER was handed in May 2023.

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 June 2023. 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 04-06 July 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. Additional material was handed in during the site visit. 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 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 on the accreditation on 26 February 2024. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2024, 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

Universitas Sebelas Maret

Universitas Sebelas Maret (UNS) is one of the state universities in Indonesia under the Indonesian Ministry of Education, Culture, Research, and Technology. UNS gained the status as one of the State Higher Education Institutions with Legal Entity (PTN-BH) based on a Government Regulation on State Higher Education Institution with Legal Entity of UNS. As stated in the SER, UNS sets its vision to become “a world-class centre of development for science, technology, and arts, based on the noble values of national culture”. Three missions interpreted from the vision are: (1) providing education and teaching that necessitate lecturers’ self-development and encouraging students’ independence in acquiring knowledge, skills, and attitudes; (2) conducting research that leads to discoveries in sciences, technologies, and arts; and (3) organizing community service programmes with focus on community empowerment.

The organisational and operational structure of the university management comprises of Rector and Vice-Rectors; academic executives of faculties, postgraduate school, vocational school, and institute for research and community services (LPPM); Technical Working Unit for academic and non-academic support services; academic administration; Institute for development and quality assurance of education (LPPMP); and Directorates and UNS Hospital. UNS has 11 faculties including Faculty of Economics and Business, Faculty of Law, Faculty of Cultural Studies, Faculty of Social and Political Sciences (FISIP), Faculty of Medicine, Faculty of Teacher Training and Education, Faculty of Sports, Faculty of Mathematics and Natural Sciences, Faculty of Agriculture, Faculty of Arts and Design, Faculty of Engineering; and 2 schools, namely Vocational School and Postgraduate School. The two study programmes to be accredited are Bachelor’s programmes in Sociology (SSP) and in Communication Science (CSSP), which are part of FISIP. This also means, head of SSP and CSSP is under supervision of the dean of FISIP. According to data given in the SER, there are 43,439 students at UNS, of which about 159 students are international students.

UNS states that its international strategy is to continue to develop cooperation with the international networks, especially with leading universities (World’s Top 40 Universities) in the forms of student and lecturer exchanges, joint research, and research collaborations with universities in ASEAN, Australia, Oceania, Middle East, Africa, Europe, and the Americas.

Faculty of Social and Political Sciences

Faculty of Social and Political Sciences (FISIP) was founded in 1976 and originally known as the Faculty of Social and Politics with two Bachelor’s study programmes in Public Administration and in Journalism. The study programme Journalism was later renamed to Communication Studies and currently Communication Science. The Bachelor’s programme in Sociology and in International Relations were opened respectively in 1986 and 2013. The study programmes Communication Science (Bachelor of Arts) and Sociology (Bachelor of Arts) are to be accredited. The faculty is led by a dean and three vice deans respectively responsible for the Academic, Research, and Student Affairs; the Human Resources, Financial, and Logistical Affairs; and the Planning, Cooperation, Business Affairs, and Information.

According to the SER, the faculty admit annually more than 2,000 students and has yielded more than 13,000 Bachelor’s and 2,000 Master’s and Doctor graduates. Furthermore, the faculty also has more than 132 permanent lecturers and an alumni network. Regarding research, there are 13 research groups in the faculty established based on the expertise of the lecturers of the faculty.

As stated in the SER, the faculty has developed partnerships with leading overseas universities and institutions such as University of Newcastle (Australia), La Rochelle Boissons (Prancis), Kurume University (Japan), National University of Singapore (Singapore), Warren Wilson College (USA), National Sun Yat-sen University (Taiwan), Northern Malaysia University (UUM Malaysia), Universitas Kebangsaan Malaysia (UKM).

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's/Master'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]

1.1 Communication Science (Bachelor of Arts)

Description

The study programme identifies its graduate profiles as communication researchers, communication consultants, print and online journalists, public relations officers, advertising planners, television broadcasters, and radio broadcasters. As stated in the SER, the ILOs are prepared by the study programme in compliance with government regulations, suggestion from the Communication Science Higher Education Association as well as from companies (where graduates are employed) and alumni. ILOs are clustered into four main groups: attitudes, knowledge, general skills, and specific skills. The SER outlines 10 ILOs for attitudes, 9 ILOs for general skills, while ILOs for knowledge and specific skills are defined based on the graduate profiles aforementioned.

The curricular structure consists of 5 types of courses, namely UNS compulsory courses (6 courses with 17 SKS), faculty compulsory courses (6 courses with 18 SKS), study programme compulsory courses (29 courses with 79 SKS), specialisation courses (6 elective courses with 24 SKS), and elective courses (3 courses with 6 SKS). Students are required to take a total of 144 credits for graduation. The duration of the programme is 8 semesters. During semesters 1 and 2, students are required to take courses regarding basic knowledge and skills in general Social Sciences. Starting from semester 3 to 4, students are given theoretical knowledge and skills in Communication Science. Students take specific communication courses and should have preferences in various media/communication industries the fifth to sixth semester. In the seventh and the eighth semesters, students can take part in internship programmes and community service, and finish "Skripsi" (minor theses) or final projects (creative media projects).

Specifically, in semester 1, students are obliged to take courses including Pancasila, Religion education, Indonesian Language, English Language, Introduction to Political Science, Introduction to Sociology, Introduction to Psychology, Basics to Logics, and Introduction to Communication. Courses in semester 2 are Entrepreneurship, Civic Education, Philosophy, Indonesian Socio-cultural System, Indonesian Political System, Indonesian Legal System, Management Principles, and Mass Communication. In the third semester, students should take courses such as Social research methods, Communication Sociology, Introduction to Journalism, Communication Technology, Communication Theory, Communication Psychology, and Photography. Courses in semester 4 include Social statistic, Public communication, Cyber media, Communication plan, Communication law and ethics, Intercultural communication, and Social communication development. In semester 5, there are courses such as Quantitative research method, Organisational communication, Mass-media communication, Journalism 1, Radio 1, Video 1, Public relations, Advertising 1, Creative writing, and Media and gender. Semester 6 offers courses like Capita selecta on communication, Qualitative research method, Interpersonal communication, Journalism 2, Radio 2, Video 2, Public relations 2, Advertising 2, Business communication,

and Presentation technique. In semester 7, students are required to take Communication work course and Community service. Semester 8 is dedicated to the final project.

Experts' evaluation

The five specialisations in the Bachelor's programme Communication Science were introduced in 2000; the last change to the curriculum was made in 2018. The combination of different course topics seems appropriate. According to the discussions during the site visit, although up-to-date references to social media, artificial intelligence and other innovative developments have been made in individual courses, the core of the curriculum still mainly caters to the scientific and labour market-related requirements of traditional media and classic public relations work and cannot explicitly address newer developments in the field. Therefore, the curriculum needs to be reformed as soon as possible to keep pace with the rapid changes in the communications and media industry (**Finding 1**). The experts have learnt from the study programme that a curricular reform is to be initiated soon. Normally, the content of seminars and lectures is revised every two years after input from both practitioners and graduates. A fundamental review of the curriculum is to take place every four years, but has been overdue, partly because of the Corona pandemic. Against this background, the reform of the curriculum should now be tackled without delay to make sure that the problem aforementioned issue will be addressed in due time. In addition, it is recommended that the regular evaluations, graduate surveys and feedback from the labour market in the field of communication be utilised more effectively for the continuous development of the curriculum (**Finding 2**). That said, the feedback of the labour market plays a significant role in developing the curriculum to meet the current demands of the industry. The experts also appreciate that the study programme often collaborates with industry, yet the cooperation is mainly established with companies in the communications and media industry. To diversify the feedback and perspectives from the industry, the study programme should expand the cooperation to big-tech and top companies in various fields, as these companies also have communication departments (**Finding 3**).

In the context of the planned curriculum reform, in addition to the implementation of courses on topics such as social media, computational communication science or artificial intelligence, it would be advisable to strengthen the methodological competencies of students, i.e. quantitative research methods, and to offer more interdisciplinary courses (**Finding 4**). In view of rapidly advancing technological innovations, closer cooperation with computer science, informatics, and data science, particularly in the area of generative artificial intelligence (i.e. machine learning), is particularly appropriate.

In general, the academic degree of the study programme Communication Science corresponds to the Indonesia's national qualification framework and reflects the requirements of the European Qualification Framework level 6. In this respect, the curricular structure of the degree program supports the achievement of the intended learning outcomes and the progress of the learners. However, when the reform of the curriculum takes place, the intended learning outcomes in the module handbook must be accordingly revised to be more concise and specific, as the current formulation needs more details to be able to achieve the intended qualifications and to reflect the programme's profile more explicitly (**Finding 5**).

Conclusion

The criterion is partially fulfilled.

1.2 Sociology (Bachelor of Arts)

Description

The study programme identifies its graduate profiles as social researchers, social planners, community development analysts, and social problem analysts. It is stated in the SER that the intended learning outcomes

(ILO) of the Sociology Bachelor's programme are determined in accordance with level 6 of the Indonesian Qualification Framework (IQF) and listed as follows:

- ILO1: Generating sociologists capable of contributing to development and social empowerment;
- ILO2: Generating research outcomes applicable not only for academic purposes, but also for the state and society;
- ILO3: Generating community service products through social engineering by transferring knowledge and technology to the community;
- ILO4: Establishing institutional cooperation network with various national and international institutions to improve the quality of education, research, and community services; and
- ILO5: Crafting the future-oriented governance of the study programme based on excellent services, teamwork, integrity, visionary and entrepreneurial spirit.

The curriculum of the programme is said to be designed based on the mentioned ILOs to provide students four foundational elements of competencies including attitudes, knowledge, general skills, and specific skills. There are compulsory and elective courses in the curriculum, in which compulsory courses are divided into government, university, faculty, and study programme levels. Compulsory courses at government level are Civic education, Religious education, Indonesian language education, and Pancasila education. University compulsory courses include Student community service, Sociological internship, Entrepreneurship, and final project (Skripsi). Faculty compulsory courses consist of eight courses, namely Introduction to Sociology, Introduction to Politics, Indonesian economic system, English for Social Sciences, Indonesian legal system, Social and cultural system of Indonesia, Indonesian political system, and Social and political theory. Compulsory courses at the programme level are Philosophy of science, Social structure and institutions, Social research methods, Classic sociological theory, Qualitative research methods, Quantitative research method, Contemporary social issues, Sociology of family, Sociology of Economy, Sociology of health, Political Sociology, Modern Sociological theory, Statistics for Sociology, Evaluative research methods, Social planning, Sociology of Tourism, Sociology of development, Rural Sociology, Postmodernism theory, Sociological research planning, Sociology of environment, Urban Sociology, Sociology of education, Sociology of religion, Sociology of gender, Critical theory, Social changes, and Community empowerment. The programme also offers 12 elective courses which are Workplace relationships, Sociology of law, Sociology of consumption, Sociology of culture, Decentralization and civil society, Sociology of population, Sociology of information society, Social entrepreneurs, Sociology of conflict and social movement, Migration and globalization, Clinical sociology, and Sociology of Javanese society.

The university uses the Indonesian credit system to measure courses. Students are obliged to take four higher education compulsory courses (8 SKS), four UNS compulsory courses (4 SKS), FISIP compulsory courses (8 SKS), and 30 programme compulsory courses (90 SKS). In addition, the study programme offers 12 elective courses with 24 SKS. For graduation, students are required to take a minimum of 149 SKS (equivalent to 214.6 ECTS) from a total of 159 SKS offered by the study programme. The duration of the Bachelor's programme in Sociology is 8 semesters. Compulsory courses should be taken from semester 1 to 5, while electives are available in semester 6 and 7, but students can also take them sooner. In semester 8, students are required to write their final project.

In Indonesia the ministry decided to introduce an approach which is called "the freedom of learning". All programmes at UNS incorporates this Emancipated Learning Programme for Higher Education (MBKM) into the curriculum, through which internships or courses taken outside the study programme can be converted into credits recognised by the university. Students can take 20 credits converted from courses outside the study programme. In addition, 20 credits of elective courses in the curriculum can be earned through internships.

Experts' evaluation

The programme workload is transparently allocated to different courses and the credit weights of the courses are in accordance with international standards as well as an idealised course plan is offered. Yet, the curriculum is heavily loaded with compulsory courses. Although it needs to be acknowledged that some of these requirements are imposed by the national government, the dominance of compulsory courses shows its inflexibility and might hinder the achievement of the programme's vision to become a superior science, technology, and art development centre and to bring social and innovative values to the community. To explain, these kinds of vision and mission could be achieved with a more flexible and variegated curriculum structure in which different groups of students can orient themselves towards different career prospects such as social and community workers, creative cultural workers, or careers in the corporate sector, human resources, advertisement, etc. Therefore, the experts recommend sharpening the profile of the programme in line with the core profiles and making it more visible in comparison to other universities to better cater for the diverse needs of the local and regional labour market (**Finding 6**). For instance, it should be defined which compulsory courses served as introductory courses and which compulsory courses offered as specialisations to give students the opportunity to choose based on their orientations.

In terms of the curricular structure, it is positive to point out that there is a strong emphasis on national and local knowledge in the learning outcomes of the curriculum. While the current offering of courses could guarantee sufficient field-specific and subject-specific understanding, multidisciplinary elements which greatly contribute to the contemporary international discourses in Sociology are currently missing in the curriculum. In order to update students with the current trends, courses encompassing the historical perspectives on national, regional and international level should be added. Other than these, multidisciplinary topics relating to gender, post-colonialism, as well as the political economy of other regions should also be taken into account (**Finding 7**).

While the curriculum is said to undergo scheduled revisions every four years, the methodology taught in many courses remains relatively foundational and basic. It is strongly recommended to acknowledge the ongoing need for updates to keep pace with contemporary methodological developments in this field. This entails incorporating emerging methodological approaches, such as quantitative methods designed to address the vast datasets characteristic of the modern world (**see Finding 4**).

In general, the academic degree of the study programme Sociology corresponds to the Indonesia's national qualification framework and reflects the requirements of the European Qualification Framework level 6. Yet, the current formulation of the learning outcomes in the course handbook remains too generic and poses difficulties in assessing and updating to current developments. Thus, the intended learning outcomes (ILO) in the course handbook, despite following the national standards, must be revised to be more concise and specific in order to reflect the profile of the study programme more explicitly (**see Finding 5**). Apart from that, the discussions during the site visit have proved the alignment of the curriculum to the labour market's needs regarding knowledge and skills.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's/Master'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

According to the SER, UNS performs the internal quality assurance (QA) through the so-called Internal Quality Assurance System (SPMI), while external quality assurance is evaluated by external QA institutions at the national or international level. The QA policy of UNS includes 39 QA standards, as stated in the SER. The Institute for Development and Quality Assurance of Education (LPPMP) of UNS prepares the QA documents and establishes the Centre for Quality Management System Development, which coordinates four main aspects: Internal Quality Assurance System (SPMI), National External Quality Assurance System (SPME), International External Quality Assurance System, and Monitoring and Evaluation (M&E). QA is implemented by the Quality Assurance Unit (UPM) at the faculty level and by the Quality Control Division (GKM) at the study programme level.

There are five steps of the QA process at UNS which are standard formulation, standard implementation, standard evaluation, standard control, and standard improvement. The M&E is conducted every semester, while the Internal Quality Assurance Inspection (AMI) takes place annually at two levels. At level 1 of the AMI, the GKMs of the same faculty or the Study Programme Organising Unit (UPPS) will assess the effectiveness of the study programme. Results of the assessment at level 1 will be then evaluated by the LPPMP (university level) in collaboration with the faculty and the UPMs at level 2 of the AMI. The standard control step is carried out in the form of Management Review Meetings at all levels. The meetings focus on 7 topics including AMI findings, feedback, process performance and product conformance, preventive and corrective action status, follow-up to prior meetings, changes that may affect the QA system, and recommendations for improvement.

According to the SER, UNS has developed systems that support the QA process. For example, lecturers' performance is monitored through the remuneration system using indicators such Employee Performance Target, Employee Performance Report, and Lecturer Workload. In addition, there are two systems to monitor teaching components and student academic progress, namely the Academic Information System (SIKAD) and the Open Courseware (OCW). The SIKAD system is said to provide access to data on the teaching and learning process, student progress and success rates. The OCW system is used to track students' attendance as well as accessible for the study programme's syllabus including course description, relevant learning outcomes, study materials, learning activity plans, and evaluation methods for students.

Experts' evaluation

Like other Indonesian universities, the Bachelor's degree programmes are subject to a nationally established and regulated quality assurance system, which is in principle well-structured and includes both internal and external quality assurance measures. Against this background information, the internal audit of the study programmes, which is carried out annually, is appropriate. After submitting the audit reports to the department management, the indicated problems are to be solved as immediately as possible. The exchange at the level of lecturers and deans (in the case of cross-faculty aspects) appears to be useful, provided that this exchange takes place regularly (see Chapter 5, Finding 16). In this context, it is recommended to elaborately document the quality assurance discussion as well as its implementation in the form of minutes of the results, thus providing a basis for regular follow-ups (**Finding 8**).

As stated above, it is necessary to update with the fast change of the industry. There seems to be ample opportunities for exchanges between the faculty and the labour market, yet the extent of formality and structure raises concerns amongst the experts, as it was informed during the site visit are the meetings are hold individually and not on a regular basis. Therefore, a structured and regular exchange with the labour market should be implemented and it should also include strategic aspects (**Finding 9**). An atmosphere of formal, structured, and inclusive exchange has the potential to contribute to further development of the curriculum to catch up with the contemporary trends in the field (as the need and aim for this is stated by the programme under various headings).

As a measure of formative quality assurance, all courses are evaluated by students, according to the faculty. The fact that the feedback from the students varies in quality is part of the standards of quality assurance. It is useful that possible criticism is taken seriously by the lecturers and leads to concrete improvements, provided that the criticism is justified. However, the experts learned that the dissemination of QA results to students has not been properly implemented. To complete the feedback loop, it is recommended to share essential results of the academic evaluation with the students (**Finding 10**). This will increase the motivation to study and the students' commitment to the programme, because in this way it becomes clear that criticism is not only possible, but also that concrete measures for solving problems follow from it.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's/Master'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

As stated in the SER, all study programmes use the student-centred learning strategy that incorporates a variety of learning approaches such as case studies and project-based learning. Learning methodologies are disseminated through syllabus, which is prepared by lecturers and then validated by the head of study programme through SIAKAD. A syllabus document has to include material content, methodology, tools, references, and time allotment. Students must take the mid-semester exam, end-semester exam and do the assignments given by the lecturers. Student can also create final exam on digital platforms.

In the framework of the MBKM programme, students have the opportunity to attend student exchange programmes by studying in different study programmes of the faculty/university, or by enrolling in a similar study programme or in courses of different study programmes outside the university. In terms of internships, a regular internship is loaded with 2 credits in the curriculum of the Bachelor's programme in Sociology, and 3 credits for the internship of the Communication science programme. However, the internship taken under the MBKM programme is weighed with maximum 20 credits and can be done at the institutions having signed a MoU with UNS.

The university has released Rector's Regulation on the Administration and Management of Bachelor's Degree Programmes, which addresses the rights of people with disabilities. One of its provisions emphasizes that

lecturer pay attention to and accommodate unique demands, restrictions, and/or impediments that students with special needs/disabilities face during the learning process. In terms of evaluations, it is also stressed that assessments for children with special needs are conducted in a flexible manner, considering their limitations and challenges.

Experts' evaluation

Both programmes have a generally young and dynamic faculty. While not many faculty members are not yet holding a PhD degree which is being supportively addressed by the university (see below), the current interaction between the faculty and students proves beneficial. A positive, student-centred, and encouraging atmosphere has been observed not only in the structured meetings with the students, but also from the experts' visit to student clubs, meeting rooms, and labs.

The panel of experts learned that there are active student clubs where students can participate in extracurricular activities in the university. This would be important and contribute to the creation of an active and participatory learning environment.

Furthermore, the experts were informed during the site visit that the faculty members cooperate and teach in team in some courses. Students also have opportunities to collaborate with lecturers in joint projects. Such methods mentioned surely contribute to creating a student-centred learning environment. Nevertheless, the fact that class sizes are about 40 to 50 students brings another concern. It may not necessarily pose a problem in the introductory classes in the first and second years, but for classes in the form of seminars which require an interactive and creative teaching style, the sizes of classes should be lowered to ensure the learning efficiency (**Finding 11**).

The university has a complicated student advisory system, in which each faculty is responsible for advising students in terms of academic programmes such as exchange programmes or the MBKM programme. The MBKM programme is launched to provide students with the opportunity to study across disciplines. However, interdisciplinary approaches should not only be limited in the MBKM programme, because interdisciplinary lectures also help students understand problems from different perspectives and train them with problem-solving skills. The panel of experts believes that problems in the industry should not be understood and solved only from a single scientific perspective. Hence, more interdisciplinary approaches should be included in the programme and interdepartmental exchange and delivered to students in more structured offers (**Finding 12**).

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's/Master's degree

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

[ESG 1.4]

Description

Student admission

At UNS, students are admitted through one of three following entry selection methods:

- National entrance test of state universities (SNMPTN): this method is for graduates from Senior High School/Vocational High School/Islamic Senior High School in Indonesia and overseas with excellent performance in the previous three years and will graduate in the same year of the test. The decision will be made based on the academic accomplishments, non-academic accomplishments, and for Art and Sport programmes, portfolio scores are required.
- Joint entrance test of state universities (SBMPTN): for graduates from Senior High School/Vocational High School/Islamic Senior High School or the equivalent are eligible for this selection path. They are required to take the Computer-based Written Examination (UTBK), which includes the Scholastic Potential Test (TPS) and Academic Competency Test (TKA) and portfolio scores are needed for Art and Sport programmes.
- UNS campus admission selection (SM-UNS): this selection method is carried out by the university, and it consists of several selection paths as follows:
 - Test-based UNS admission
 - Partnership-based UNS admission
 - Achievement-based UNS admission
 - UNS admission for special needs students

Depending on the study programme's intake capacity, UNS offers the Campus Admission Test II which makes decision through UTBK scores and accomplishment scores if applicable.

Newly admitted students to UNS will take an English language competency course (English for academic purposes/EAP) at the beginning. Students must pass the EAP test with a minimum score of 60. Those who fail have to attend the course and take the test again until they pass.

Progression

Students are required to re-register at the beginning of each semester following the schedule in the academic calendar. They also have to fill out the course planning sheet (KRS) and receive the confirmation of their academic advisors (PA) to determine the number of course credits. The number of credits taken also depends on the semester GPA: GPA > 3.00 → a maximum of 24 credits, GPA from 2.76-3.00 → 22 credits, GPA from 2.50-2.75 → 20 credits, GPA from 2.00-2.49 → 18 credits, GPA from 1.50-1.99 → 16 credits and GPA < 1.50 → 12 credits.

According to the SER, the study programmes also offer remedial learning for students who do not satisfy the required competences.

Recognition and certification

The university states that the recognition mechanism of courses and credits taken from other institutions and universities is provided through the MBKM programme, which is governed by the regulations of the Indonesian Minister of Education and Culture.

For certification, upon completion, students will receive an academic degree, namely Sarjana Sosial – S.Sos (Bachelor's Degree in Sociology) and Sarjana Ilmu Komunikasi – S.I.Kom (Bachelor's Degree in Communication Science), as well as an academic transcript signed by the Rector and Dean of the faculty.

Experts' evaluation

Based on the information made available by UNS prior to and during the site visit, the experts observed that both study programmes have a special role in UNS's portfolio, as Communication Science is considered very important in Indonesia given the fast development of modern communication technology, while Sociology study programmes are rarely offered by Indonesian universities. Both programmes are therefore of particular importance to UNS and are in high demand at the same time, with students from the surrounding regions taking

part in UNS's programmes. Given this, UNS places great emphasis on ensuring admission procedures that can be considered fair, accountable, transparent, and non-discriminatory.

UNS uses a threefold admission process that allows students to be admitted to the programmes through different pathways with different weighting criteria. There is (a) a National Entrance Test of State Universities (SNMPTN) through which at least 20% of the study places are awarded to the best students based on their high school performance; (b) a Joint Entrance Test of State Universities (SBMPTN) through which 30% respectively 40% of the study places are awarded to the best students based on exams in Computer-Based Written Examinations, Scholastic Potential Tests, and Academic Competency Tests; and (c) UNS campus admission regulations on which the remaining places are allocated based on several selection paths, including specific provisions for students with special needs. In addition, UNS collects data on admission results for internal quality assurance purposes.

The monitoring of students' progression is very transparent and continuous, allowing students to achieve their study goals with close supervision. Students' progress is coordinated through an online academic information system (SIKAD), which serves to manage and document the study planning. The SIKAD integrates validation by students' advisors and acts as a kind of early warning device to detect problems regarding students' progression. In practice, this means that the number of credits to be earned by students in the coming semester is determined by their performance in the previous semester. This prevents an excessive workload for the students, while also keeping the failure rates in the courses low. The need to validate the pre-registration of the students' study plans by their academic advisor furthermore guarantees very close supervision of the students. For their achievements, students receive credits (SKS), which are awarded based on students' workload comparable to the ECTS system. The SKS can be translated into ECTS credits, forming the basis for recognition of study achievements from abroad.

Students who successfully complete their studies are awarded the academic degree of Sarjana Sosial (S.Sos) or Bachelor of Arts (BA) in Sociology respectively Sarjana Ilmu Komunikasi (S.I.Kom) or Bachelor of Arts (BA) in Communication Studies through a diploma and an academic certificate signed by the Rector of UNS and Dean of FISIP, as well as a diploma supplement (SKPI) signed by the Dean of FISIP. This ensures a reliable performance measurement enabling employers to obtain a sufficient information basis for evaluating the qualification and competence of graduates.

The recognition of courses previously taken at other universities is carried out following the MBKM programme of the Ministry of Education and Cultural Affairs. The MBKM programme also provides a framework for the recognition of elective courses eligible for recognition, including internships. Here, credits are awarded based on a credit system, used to substitute SKS from certain courses. The MBKM program offers students numerous opportunities to structure their studies flexibly, for example through research projects, internships, or extra-curricular activities.

Concerning the concrete implementation of the MBKM programme, there currently seems to be room for improvement, which concerns coordinating the selection of the concrete project of the students in such a way that it is enriching for the students in terms of content and thus can also be recognised in full scope, to ensure that the progress of the studies is actually supported by this activity. Therefore, UNS should strive for closer cooperation with internship providers and offer comprehensive consultations to students to prepare the recognition of their MBKM activities before enrolling in the programme (**Finding 13**).

This also refers to the international mobility of UNS students as well as foreign students joining UNS, where there currently seems to be a gap between the visions of UNS to becoming an internationally highly recognised and active university and the actual numbers of international students. This area could be seen as a subject for further strategic development at UNS and could be pushed for example through clearly structured learning agreements (**Finding 14**).

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's/Master'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

According to the SER, lecturers at UNS include civil servant, non-civil servant, and part-time academics. Civil servant academic employees retire at the age of 65, and the retirement age of full professors with achievements can be extended to 70. Non-civil servant lecturers have a four-year contract when newly employed. The contract will be extended every two years until they reach 75 for professors and 70 for non-professors.

The university states that there are 20 permanent lecturers consisting of 1 professor, 13 associate professors, and 6 assistant professors in the Bachelor's study programme in Sociology, as well as there are 26 lecturers in the Communication Bachelor's programme.

While the recruitment for permanent civil takes place at the government level following the policy of the Minister of Education and Culture, the university is responsible for the selection of permanent non-civil lecturers. The selection process is conducted as follows:

- Permanent civil servant lecturers: administration phase, basic competency selection, and field competency selection. All these steps are carried out by the National Personnel Agency in collaboration with the Minister of Education and Culture.
- Permanent non-civil servant lecture: the recruitment is carried out through three paths including selection path (administrative stage, written test, teaching test, and interview), achievement path, and lecturer with NIDK path for retired UNS Civil servant lecturer.

There are two ways for lecturers to develop, which are degree education (further studies) and non-degree training.

Lecturers are required to follow the Tri Dharma (three mandates of Indonesian higher education) including teaching, research, and community service. The working hours of each semester should be equivalent to a workload from 12 to 16 credits. The ideal teaching load is 9 to 12 credits.

Experts' evaluation

In both study programmes, the faculty composition predominantly comprises young professionals, with a noteworthy minority holding PhD degrees, while the majority possesses Master's qualifications. This diversity in faculty qualifications emerged as a notable concern during discussions with university administrators and faculty members, emphasising the urgency of addressing this issue through faculty development initiatives. However, the experts learned during the site visit that the university also recognises the significance of fostering academic growth. Specifically, the university administration is actively promoting and supporting faculty members in pursuing PhD programmes by encouraging them to explore scholarship opportunities. While this

supportive environment is beneficial, the experts believe that a more structured and coordinated approach is necessary. In particular, it was observed that there is a substantial number of faculty members in both programmes pursuing the PhD degree outside the university or abroad. This concurrent pursuit inevitably leads to two possible outcomes. Either the current lecturers at the faculty have to substitute for the absent lecturers, resulting in heavier workload, or small classes having the same subjects have to be merged into one bigger class, raising concerns about the quality of education provided. Both possibilities will bring only disadvantages. Thus, a strategic continuity plan is needed to address the personnel gap when the lecturers are abroad pursuing the PhD degree (**Finding 15**).

Additionally, the experts noticed that there is an absence of formal and regular programme meetings at the faculty and this lack of formalised and inclusive discussion may have the impact of decreasing the chances of young faculty members or other less prominent members to introduce their perspectives as well as to delineate the needs and the problems of the programme. It would be helpful to provide the teaching staff a platform to openly discuss the current needs and challenges of the programmes as well as the future plan for development. Thus, establishing a more robust platform for collaboration and exchange of ideas within the faculty should provide better strategies for addressing these needs and challenges (**Finding 16**).

Despite these challenges, one positive aspect that stands out is the enthusiasm and motivation of faculty members in both programmes, striving for the better development. It serves as a driving force that enables the programmes to function effectively and provide high-quality education to students within the given constraints and regulations.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor's/Master'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

Funding of UNS comes from the state budget and the local budget including funds and in-kind assistance. Other legal sources of funds are the community, single tuition fee, UNS endowment and business management, Tri Dharma cooperation, state asset management, and other sources. Tuition fees at UNS are regulated based on government rules. UNS also offers tuition-free scholarships to international students pursuing Bachelor's, Master's, and doctoral degree.

Learning resources

UNS provides facilities such as the central library (including the library and the UNS Fintech Centre), sport centre, language centre, ICT centre, places of worship, student centre, auditorium, medical centre, secretariat of student regiment, UNS student affair division, open discussion spaces, UNS lake, food courts, learning parks, etc. There are also shuttle buses for moving around campus and other transit options.

The study programmes can also use the resources and infrastructure of the faculty including lecture halls, lecturer offices, Skripsi exam rooms, academic service rooms, learning studio rooms, and computer

laboratories which provide 245 computer booths and other supporting equipment such as air conditioning units, webcams, projectors.

Student support

According to the SER, students gain support from academic advisors and teaching assistants for academic inquiries. When writing the Skripsi, students are assigned with two supervisors. In addition, the Career and Student Organisations support students in participating in activities outside classes. There are student clubs such as student union, Sociology students' association, Communication science students' association, FISIP music and film community, hiking community, research community, other student independent activities. The medical centre also provides health consultation for students when needed.

Experts' evaluation

UNS as well as FISIP offer various support structures for students. Students have regular meetings with their academic supervisors, while there is also a specific supervisor for internships which supports a group of 5 to 10 students in matters of arranging, conducting, and recognising practical experience. In addition to the general advising structure, the student support services include regular faculty consultation hours and a campus orientation for new students, as well as assistance with internship organization, career counselling, financial and psychological matters, and individual support for special needs. The Students Exchange Service supports both incoming and outgoing students in their international mobility and maintains relations with numerous universities abroad.

The campus tour gave a comprehensive impression of the physical resources of UNS and FISIP. The classrooms, library, computer lab, and health facilities are of good quality and carefully maintained. The campus made a very positive impression, being large, versatile, and very green, offering students a pleasant space for learning and socializing. The library offers a sufficient number of printed and digital books and provides access to various online databases and journals that support students' learning and research activities. The digital resources include remote access. The library as well as the FISIP building contain ramps for wheelchair users and lifts allowing accessibility for people with special needs in this area. UNS provides scholarships from the university budget for local as well as international students and has a centre for the study of disability and a centre for gender studies addressing issues of diversity on campus and beyond. Furthermore, special care is given to fight sexual harassment. Overall, environmental and safety aspects of the facilities and personnel are well taken care of by UNS.

General information on the university, faculty, department, and study programs is accessible through various public university portals. The learning and teaching process in particular is supported by the online academic information system (SIKAD) through which the course descriptions including learning and teaching methods, assessment methods, student workload (SKS), and the intended learning outcomes (ILO) are communicated. Furthermore, the online platform Open Courseware (OCW) supports the students in developing their lesson plans and accessing the corresponding course materials. Close supervision of students by advisors helps students complete their studies in the intended time frame, with special attention to keeping the workload at a reasonable level (as the number of credits per semester is determined by the performance in the previous semester and the study plan is coordinated with the advisor).

Although the spatial facilities are sufficient for the number of students enrolled, the ratio of teachers to students in seminar-style teaching methods can partly be considered high, with classes comprising up to 50 students at times. To further improve the proportion of international students, special orientation courses to familiarise students with local culture, politics, research skills, soft skills and language skills, should be offered (**Finding 17**). These could help to build up additional competencies in terms of methods, e.g. gaining a basic understanding of specific software as well as practical implementation of methods, thereby lowering the obstacle for

students to take more advanced courses in these areas. Especially in the field of Sociology, this way practical applications of the learned theoretical basics could be achieved while teaching different skills beneficial for the students and their work life could be achieved (e.g., methods, English language, CV writing, etc.).

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's/Master'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

UNS claims that all information about the university and the study programmes is published on the study programmes' website linked with UNS website, FISIP website and Student admission website, and is accessible to stakeholders such as alumni, students, parents of students, and others. The website is available in Indonesian language and English for international access, as stated in the SER. Moreover, each study programme uses different social media platforms to disseminate further information.

Experts' evaluation

In general, public information at FISIP UNS primarily centres on the faculty level through the faculty's website, while the study programmes have developed other channels besides the websites to make the information more easily accessible to relevant stakeholders, especially to students. Information such as the study programme's curriculum and intended learning outcome, admission paths as well as corresponding entrance criteria are made available to all potential applicants on UNS websites. However, the information is primarily available in Indonesian with limited translation to English. For the international students to better understand the information, all information channels should be delivered in both Indonesian and English (**Finding 18**).

Within the study programme Sociology, the website as well as its own social media platforms provide valuable content. As for the study programme Communication, the website has been well maintained and provided sufficient information. Yet, the study programme should consider developing its own social media accounts in order to provide more study programme-specific information, as the current social media displayed in the study programme's website is currently directed to social media accounts owned by the university or the faculty.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “**Communication Science**” (**Bachelor of Arts**) offered by **Universitas Sebelas Maret** with conditions.

The panel of experts recommends accrediting the study programme “**Sociology**” (**Bachelor of Arts**) offered by **Universitas Sebelas Maret** with conditions.

Commendation:

Universitas Sebelas Maret deserves commendation for its outstanding commitment to fostering strong relationships with the labour market and alumni, ensuring that students benefit from real-world insights and practical experiences. The intrinsic motivation of the leadership and teaching staff is evident in their tireless efforts to enhance the university and develop innovative study programmes. The university's commitment to sustainability is reflected in its green campus and excellent facilities, including well-equipped libraries and remote access options. Moreover, the quality of education provided by the university is widely recognised by the labour market, with graduates consistently proving to be competent.

Findings:

1. The curriculum of the study programme “Communication Science” must be reformed to catch up with the rapid changes in the communication and media industry.
2. For the study programme “Communication Science”, it is recommended that the regular evaluations, graduate surveys, and feedback from the labour market in the field of communication be utilised more effectively for the continuous development of the curriculum.
3. To diversify the feedback and perspectives from the industry, the study programme “Communication Science” should expand the cooperation to big-tech and top companies in various fields.
4. For both study programmes, the experts recommend strengthening the methodological competencies of students such as quantitative research methods and offering more interdisciplinary courses.
5. The intended learning outcomes (ILO) in the course handbook of the two study programmes must be revised to be more concise and specific to better reflect the profile of both study programmes.
6. The experts recommend sharpening the profile of the study programme “Sociology” in line with the core profiles and making it more visible in comparison to other universities to better cater for the diverse needs of the local and regional labour market.
7. In order to update students with the current trends, courses on the historical perspectives on national, regional and international level as well as multidisciplinary topics relating to gender, post-colonialism, as well as the political economy of other regions should be added to the curriculum of the study programme “Sociology”.
8. It is recommended for both study programmes to elaborately document the quality assurance discussions as well as implementation, e.g, in the form of minutes of the results in order to have a basis for regular follow-ups.
9. A structured and regular exchange with the labour market should be implemented by both study programmes and it should also include strategic aspects to contribute to further development of the curriculum to catch up with the contemporary trends in the fields.

10. To complete the feedback loop, it is recommended for both study programmes to share essential results of the academic evaluation with the students.
11. For both study programmes offering classes in the form of seminars which require an interactive and creative teaching style, the sizes of classes should be lowered to ensure the learning efficiency.
12. More interdisciplinary approaches should be included in both study programmes and interdepartmental exchange and delivered to students in more structured offers to help students understand problems from different perspectives and train them with problem-solving skills.
13. The university should strive for closer cooperation with internship providers and offer comprehensive consultations to students to prepare the recognition of their MBKM activities before enrolling in the programme.
14. The international mobility of students should be strengthened on the strategic level and supported on the practical level, e.g. by learning agreements with foreign universities.
15. The university has to provide a strategic continuity plan to address the personnel gap when the lecturers are abroad pursuing the PhD degree.
16. A more robust platform for collaboration and exchange of ideas within the faculty should be established to provide better strategies for addressing the needs and challenges of both study programmes.
17. To further improve the proportion of international students, special orientation courses to familiarise students with local culture, politics, research skills, soft skills and language skills, should be offered by both study programmes.
18. For the international students to better understand the information, all information channels of both study programmes should be delivered in both Indonesian and English.