Decision of the FIBAA Accreditation and Certification Committee

4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

Project Number:	20/067
Higher Education Institution:	Universitas Pembangunan Nasional "Veteran" Jawa Timur
Location:	Surabaya, Indonesia
Study Programme:	Communication Science
	Degree: Bachelor of Communication Science
Type of Accreditation:	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited with one condition.

Period of Accreditation: November 26, 2021, until November 25, 2026

Condition:

The University
  a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
  b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25, 2022.

<div align="center">

The condition is fulfilled.
FIBAA Accreditation and Certification Committee on June 29th, 2022.

</div>

The FIBAA Quality Seal is awarded.

Assessment Report

_____

Higher Education Institution (HEI):

Universitas Pembangunan Nasional "Veteran" – Jawa,
Timur, Surabaya, Indonesia (UPNVJT)

_____

Bachelor study programme:
Communication Science

_____

Qualification awarded on completion:
Bachelor of Communication Science

General Information on the study programme

Brief description of the study programme:

The Bachelor programme Communication Science (BCS) offers within four years (8 semesters) a training for three professional fields: (1) Public Relations, (2) Marketing Communication and Digital Media, (3) Journalism and programme professions in broadcasting. The programme is addressed to the following professional profiles: Journalists in press and broadcasting including newscasters, videographers and photographers, content writers; public relations officers: PR officers, management trainees, marketing and promotion professionals, customer services; Marketing communications specialists, Creative Media Planners, Digital Media Strategists, and entrepreneurs in the field of creative industry. Some courses are bi-lingual (English and Indonesian), the knowledge of English is required. Graduates reach the degree "Bachelor of Communication".

Type of study programme:
Bachelor programme

Projected study time and number of ECTS/national sks credits assigned to the study programme:
4 years (230 to 256 ECTS credits / 144 to 160 sks credits)

Mode of study:
full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
no

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

Programme cycle starts in:
August

Initial start of the programme:
1994

Type of accreditation:
Initial accreditation

Procedure

A contract for the Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT) initial accreditation of the Bachelor study programme: Communication Science was made between FIBAA and UPNVJT on November 26, 2020. On June 25, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel[1] consisted of:

Prof. Dr. Dennis Hilgers
Johannes Kepler University Linz, Austria
Professor for Public and Non-profit Management

Lina Irscheid
University of Potsdam, Germany
PhD-Student of Law (LL.B.)

Tobias Kaulfuß
Citadelle Systems AG, Essen, Germany
Founder and CEO (Logistics, eCommerce, Information Technology)

Prof. Dr. Tibor Kliment
Rheinische Fachhochschule Köln, University of Applied Sciences, Cologne, Germany
Professor for Media and Cultural Management,
Director of Institute for Empirical Media and Cultural Marketing

Prof. Dr. Andreas Knorr
Deutsche Universität für Verwaltungswissenschaften Speyer, Germany
Professor of Economics (Transport Policy, Regulatory Policy, Competition Policy, International Relations)

Prof. Dr. Yang Liu
University of Applied Sciences Europe, Berlin, Germany,
Professor of Communication and Design

Prof. Dr. Marian Paschke
University of Hamburg, Germany
Chair of Civil Law, Commercial Law, Maritime Law and Economic Law

Dr. Edy Santoso
University of Langlang Buana, Bandung, Indonesia
Senior Lecturer for Postgraduate Business Law Programme

Prof. Dr. Mouna Thiele
Hochschule Düsseldorf, University of Applied Sciences, Düsseldorf, Germany

---

[1] The panel is presented in alphabetical order.

Professor of Economics, esp. International Business Relations

FIBAA project manager:
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 25, 26 and 27, 2021 with representatives of the UPNVJT via the video conferencing tool Zoom. The same cluster included an appraisal of the following Bachelor programmes: Development Economics, International Relations, Public Administration, Law, Visual Communication Design. At the end of the online conference the panel gave short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 23, 2021. The statement on the report was given up on November 2, 2021. It has been taken into account in the report at hand.

Summary

The Communication Science programme offered by the Universitas Pembangunan Nasional "Veteran" – Jawa, Timur, Surabaya, Indonesia (UPNVJT) fulfils with one exception the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2021, and finishing on November 25, 2026, under condition. The programme is in accordance with the national Qualification Framework and analogous to the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects: adequately integrating the MBKM type of internship in the curriculum (see Chapter 3.2).[2] They recommend the accreditation on condition of meeting the following requirement:

Condition:
The University
   a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
   b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached (see chapter 3.2).

Proof of meeting this condition is to be supplied by August 25. 2022.

Furthermore, the quality requirement that has not been fulfilled

* Internationality of faculty (see chapter 3.4).

is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

* Intensifying the preparation of English language skills by additional courses (see chapter 2.5),
* Substantiating the relevant exams and test formats in the syllabi (see chapter 3.2),
* Including lecturers from abroad into permanent staff (see chapter 3.4),
* Including more training of the English language (see chapter 3.4)
* More intensively involving students in processes of assessing quality assurance and development outcomes (see chapter 5.1).

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

There are criteria in which the programme exceeds the quality requirements:
* Positioning of the study programme on the job market for graduates (see chapter 1.3),

---

2 This aspect is an asterisk criterion which means that it is essential for the study programme.

- Interdisciplinary thinking (see chapter 3.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students (see chapter 4.2).

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

List of Tables

Information

Information on the Institution

Universitas Pembangunan Nasional "Veteran" Jawa Timur (UPNVJT) started in 1959 as the Academy of Administration "Veteran" Surabaya and, until 2014, was a private university under the Ministry of Defence of the Republic of Indonesia. UPNVJT changed its status legally as a state/public university from October 6th, 2014. UPNVJT has more than 13,000 students and offers 28 study programmes under seven faculties (Faculty of Business and Economics; Faculty of Engineering; Faculty of Architecture and Design; Faculty of Law; Faculty of Computer Science; Faculty of Agriculture; Faculty of Social and Political Sciences)[3]. The last-mentioned takes the responsibility for the Bachelor programme Communication Science (BCS). UPNVJT's vision is to become the leading university with *Bela Negara* or State Defence characters[4]. The state defence characters are defined as nationalism, aware of being a citizen of the nation and the state, willing to sacrifice, believing that Pancasila (five principles of the national Constitution of the Republic of Indonesia)[5] is the basis of the state and has the initial ability to defend the state all of which must be embraced by the entire academic community and instilled in students in the learning process. The *Bela Negara* characters and values are embedded in UPNVJT's teaching, research, and community service.

Specifically, the UPNVJT missions are:

- Developing the education with focus on producing "Bela Negara" values and characters in its graduates and academics.
- Improving the culture of research and innovation in the development of science and technology to advance the community.
- Conducting community service based on local wisdom illuminated by research and innovation.
- Performing good and clean governance with accountability and transparency in regard of finance and budgeting.
- Developing excellent human resource quality in attitude and value, performance, knowledge, and managerial skills.
- Improving the management system of integrated facilities and infrastructure.
- Advancing institutional cooperation with stakeholders both domestically and internationally.

UPNVJT strives to deliver its mission, both nationally and internationally. It strategically boosts its international outreach by offering various programmes such as joint-research,

---

[3] In the following: FISIP
[4] Bela Negara became Indonesian policy in October 2015 through the 2015 Defence White Paper. A three-step Action Plan was developed. The first step of implementation is the "dissemination, harmonisation, synchronisation, coordination, and evaluation" of Bela Negara, which is broken down into twelve actions and bulleted standards of evaluation. These actions include the creation of instructional modules for Bela Negara programmes, organising national consultation meetings and conferences, **designing curricula**, forming coordination and evaluation bodies, and planning multi-tiered cadre training programmes.
[5] Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

---

joint-teaching and hosting international students. UPNVJT has permanent cooperation with universities and education institutions abroad, for example, with Murdoch University Australia, Pearson Education and numerous universities in Asia and South-East Asia regions. UPNVJT recently established a mutual cooperation with UiTM – Malaysia (Kelantan and Sarawak) by which several study programmes have already conducted virtual joint-teaching collaborations. UPNVJT is an associate member of ASEAN Universities Network for Quality Assurance (AUN-QA) as well as a member of WAEJUC (Western Australia- East Java Universities Consortium). This is in line with UPNVJT strategic plan for 2020-2024 to increase its competitiveness in the Southeast Asia (ASEAN) area. UPNVJT is an "A" status institution (superior) declared by the National Accreditation Board (BAN-PT). For the best practice of quality assurance system, UPNVJT has been applying ISO 9001:2015 and the internal quality assurance system with PDCA principles.

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

The Bachelor programme Communication Science (BCS) was established in 1994 under the Faculty of Social and Political Sciences. Since its establishment, BCS has been attracting a large number of students each year. BCS also successfully gained "A" status (the highest national accreditation status by the BAN-PT / National Accreditation Board). Previous recommendation from the last cycle of national accreditation suggested to recruit more lecturers to meet the students – lecturers ratio. As a result of that, BCS recruited ten new lecturers with a minimum of post-graduate degree (Master degree) as well as renovated the laboratories to support the students' practical needs. BCS offers three competences / concentrations: (1) Public Relations, (2) Marketing Communication and Digital Media, (3) Journalism for press and broadcasting. Course materials are specifically focused upon the development of those fields in the digital and social media spheres. BCS maintains steady and mutual partnership with local and national corporations to ensure that students gain comprehensive, holistic knowledge and skills based on contemporary scholarship in communication science and from real world problems. BCS constantly evaluates its curriculum by regularly inviting alumni, stakeholders, and education consultants. Since 2020, BCS has redesigned its courses and introduced concentration studies which focus more on a multidisciplinary approach, student-centred learning, and competence-based courses. This change was mandated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek) which recommended higher education institutions in Indonesia to refresh their curriculum to meet the national and global demands by offering more elective, multi-disciplinary courses as well as increasing its strategic partnership with other institutions. Such an approach is entitled as "Independent Campus, Freedom to Learn" curriculum.

Table 1: Statistics of the BSC

		2020	2019	2018	2017	2016
Study Places		280	280	225	180	180
Applicants	∑	3699	3096	3935	3573	2995
	f	2226	1845	2378	2172	1797
	m	1473	1251	1557	1401	1198
Application rate		1405.00%	1105.71%	1748.89%	1985.00%	1663.89%
First-Year students	∑	281	282	227	189	180
	f	197	166	149	125	
	m	84	116	78	64	
Rate of female students in %		70.1	58.8	65.6	66.1	0
Foreign students	∑	0	0	0	0	0
Percentage of occupied study places		100.36	100.71	100.89	105.00	100.00
Graduates	∑	115	134	141	209	122
	f					
	m					
Average duration of study		4.5	4.5	4.41	4.48	4.12
Average grade of final degree		3.44	3.36	3.37	3.34	3.53

According to UPNVJT, the average drop-out rate comes to 2.3 % per year, based on the calculation that Bachelor students are allowed to study up to 14 semesters. Therefore, dropout rates are determined after the end of 7 years.

Appraisal:

The panel notices that the study places of the BCS programme are sought by many applicants. The high application rates guarantee that all study places can be occupied. The average duration of study seems satisfactory although some students apparently use the possibility to extend their study up to seven years. On the other hand, the overall low drop-out rate verifies the successful concept of the programme.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

The BCS is developed based on the Qualification Framework of Indonesia (KKNI), corresponding to level 6 (out of 9 qualification levels) that is similar to level 6 of the European Qualifications Framework (EQF). Students must obtain a minimum of 144 sks or a maximum of 160 sks[6] before graduating with a Bachelor of Communication Science (S.I. Kom). Programme Learning outcomes are designed in compliance with professional associations, the National Qualification Framework (KKNI), and national accreditation bodies while also accommodating stakeholders' inputs. BCS objectives are described as follows:

- To produce Bachelor graduates who are able to master, to improve and to implement principles of Communication Science in their individual profession.
- To produce Bachelor graduates with competence in the fields of communication science whether in various digital, social media or mainstream platforms.
- To produce graduates with comprehensive analytical, critical, multidisciplinary perspectives who are able to work independently and in teamwork.
- To produce graduates with creative and innovative thinking with entrepreneurial spirit.

The curriculum of BCS as well as course descriptions are prescribed by the Faculty of Social Science in "Academic Guidelines"[7]. The programme is addressed to the following professional profiles:

- Journalists in press and broadcasting including newscasters, videographers and photographers, content writers.
- Public relations officers: PR officers, management trainees, marketing and promotion professionals, customer services.
- Marketing communications specialists, Creative Media Planners, Digital Media Strategists.
- Entrepreneurs in the field of creative industry.

The learning outcomes of BCS are focused upon four aspects: attitudes, knowledge, general skills, and specialised skills. Attitude aspects have been set by the National Education Framework of Indonesia (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI, while also being informed by the stakeholders, professional associations, and education consultants. BCS teaching methods mostly use student-centred learning (SCL) where students are expected to master both critical and reflective understanding on communication and media practices in the local, national, and global contexts. Students' learning process is supported by six comprehensive communication laboratories: television, radio, PR, advertising, photography, and cinema. Starting from 2017, BCS also offers a national certification for students: Junior PR. Students could take the certification on their final year and graduate as Bachelor of Communication Science (S.I. Kom) while also holding national certification as Junior PR.

---

[6] This Indonesian credit system will be explained in Chapter 3.2
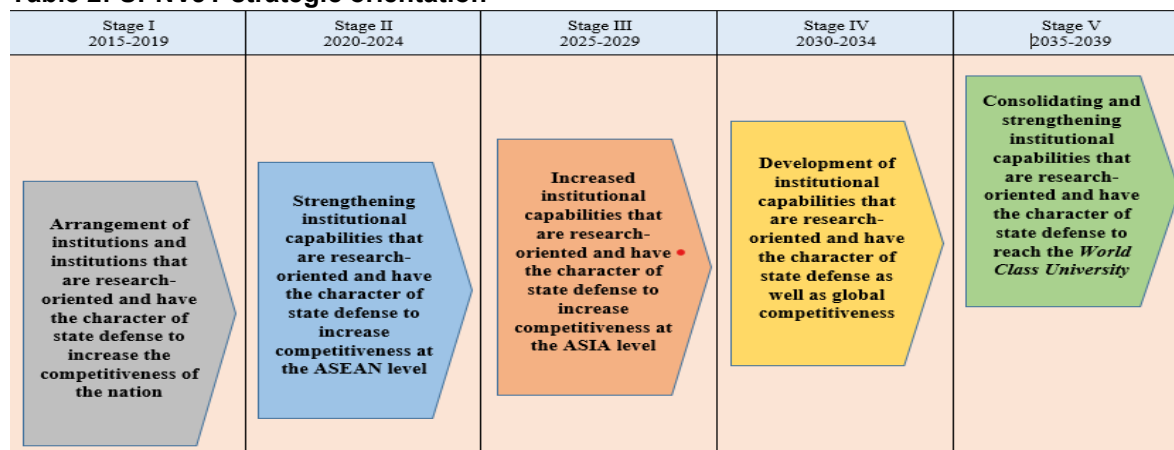[7] Dating May 2021

Appraisal:

During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market. This confirms that the objectives of the programme at hand meet the expectations of employers. The qualification objectives are explained and convincingly presented in relation to target group, targeted professional fields, and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualifications framework of Indonesia.

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

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

Indonesia is a multicultural country with 274 million inhabitants on more than 17,500 islands and with different religious orientations. As shown in the strategic diagram below, UPNVJT strives to increase its competitiveness at the ASEAN level (South-East Asia regions) by 2024. Therefore, the University actively engages in the international academic community in various aspects: teaching, research, and community service. This engagement is coordinated under the International Office and Executive Secretary (io.upnjatim.ac.id). In the teaching aspect, the University in general supports joint-teaching with partner universities, welcoming international students, and other international programmes (student exchange, cultural exchanges, and students' international competitions). In the research aspects, UPNVJT supports international joint-research, organising international academic conferences, and other research-based activities.

Table 2: UPNVJT strategic orientation

Stage I 2015-2019	Stage II 2020-2024	Stage III 2025-2029	Stage IV 2030-2034	Stage V 2035-2039
Arrangement of institutions and institutions that are research-oriented and have the character of state defense to increase the competitiveness of the nation	Strengthening institutional capabilities that are research-oriented and have the character of state defense to increase competitiveness at the ASEAN level	Increased institutional capabilities that are research-oriented and have the character of state defense to increase competitiveness at the ASIA level	Development of institutional capabilities that are research-oriented and have the character of state defense as well as global competitiveness	Consolidating and strengthening institutional capabilities that are research-oriented and have the character of state defense to reach the *World Class University*

At the faculty and programme level, the international orientation is implemented specifically in teaching and research activities. UPNVJT is part of the WAEJUC (Western Australia East

Java University Consortium); therefore, each year, UPNVJT hosts an intercultural exhibition with students from Western Australian universities. Before the pandemic, BCS offered credit earning for the summer short-course programme (Intercultural Communication course). Half-funded several BCS students take part in a summer-exchange programme in Perth, Australia with several Australian universities. Recently, a triad joint-research and joint-conference between the faculty members of FISIP and a university in Thailand (Mahidol University) and the Philippines (De La Salle University) were established.

Several BSC courses are conducted bilingually (in Indonesian and English) and have international content. Also, students have to include literature from English speaking countries in English. Several courses can be taken by students in other faculties and universities (example: Media and Creative Industry, Digital Culture and Society, Cinema Studies). This is supported by lecturers who pursued their education abroad, including having funded international conferences, international association memberships and publication costs for international journals.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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

1.3   Positioning of the study programme

BCS is nationally accredited with "A" status consecutively from 2010 until now (renewed every four years). This puts BCS amongst the list of superior Communication Science programmes in Indonesia. Each year since its establishment, BCS has had the highest applicants rate in UPNVJT and welcomed around 250 to 300 students per year. Having been established since 1994, BCS has thousands of graduates and strong alumni bonds. There are two other state universities in Surabaya which also offer a Bachelor Degree of Communication Science (University Airlanga and University Negeri Surabaya) and compared to them, UPNVJT has the most students. According to UPNVJT, with six newly renovated communication laboratories, BCS is set to be the study programme that offers comprehensive communication science labs in Indonesia[8].

A large number of graduates work as marketing communication professionals, in banks and in the media industry. Also, there is a positive increase in the number of creative entrepreneurs. BCS continues to evaluate the curriculum as a result of the changing of employability and the job market condition, by listening to alumni, stakeholders, and association professionals. As a result of this, BCS offers more elective and competency-based courses to conform to the increasingly competitive job markets. BCS offers three concentrations: marketing communications and digital media; broadcasting professions and journalism; public relations.

Moreover, the BCS programme includes an obligatory internship in the fifth semester. This aims to promote a shift from the studying process to a working environment. During the online conference students and alumni pointed out that this helps students in their career advancement and development of skills, and it also provides an opportunity for employers to find and develop young professionals according to their companies' needs. The main goal of such internships is to develop the students' abilities to apply their theoretical background in practice.

UPNVJT installed a "Data tracer study" that has been conducted in 2019-2020. It turned out that especially during the waiting period for graduates to get a job, students continue their master's degree, or become an entrepreneur in less than six months. Only 24 % of graduates have a waiting period of more than six months, that is, within a period of 6-18 months.

Communication Science which focuses on media and communication will strengthen the positioning of UPNVJT as a Bela Negara[9] campus. Students will learn how to design media content, texts or communication products that are imbued with the values of Bela Negara such as care for the homeland and nationalism. With the establishment of six newly-renovated labs, Bela Negara values are expected to be achieved through integration of theories and practices.

The research produced by BCS lecturers also showed that the research output is in accordance with the areas of UPNVJT focus that had been mandated in the University Strategic Plan. The five key areas are: 1. Food and Agriculture, 2. Biotechnology, 3. Energy 4. Information and Communication Technology and 5. Social Humanities. Many faculty members research works are in accordance with key areas 4 and 5; the development of ICT technologies and social humanities.

---

[8] See self-evaluation report (SER) p.6.
[9] Bela Negara is seen as a compulsory state defence education.

Appraisal:

The reasons given for the positioning of this study programme in the educational market are plausible. The panel acknowledges the fact that the application figures exceed by far the study places that the UPNVJT can offer for this programme.

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Also, the University thoroughly analyses the job market for graduates on a continuous basis and comprehensively incorporates the results in the study programme. The Faculty regularly tracks the chances of graduates on the job market in contact with the alumni network.
The study programme is convincingly integrated into the HEI's overall strategic concept of a Bela Negara campus. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

The admission to State Universities in Indonesia is regulated by the Government (Ministry Decree 60/2018). Based on this, the University follows a Rector's Decree with "Guidelines for admission of new students" that complies with the Government regulation. Also, the Rector's Regulation for Undergraduate Education includes directions for admission. The admission test of state universities in Indonesia has three paths: SNMPTN, SBMPTN, and independent pathway.

The SNMPTN is a National Selection University Entrance Test. SNMPTN is the selection for the best students in high schools. This selection is implemented before the high school graduation. The selection committee is appointed by the Ministry. The prevailing high school accreditation status is also taken into the consideration.

The SBMPTN (Joint Selection University Entrance Test) is a computer-based national test organised by the Ministry for all prospective students on the same day.

The University also has the option for an independent pathway, called Mandiri Selection. Each state university is given authority to decide the quotas for prospective students (under SNMPTN and SBMPTN). Each state university can also within its rights organise its own selection. This selection is conducted by paper-based writing, by computer-based test or by other selection methods determined by the university All public universities in Indonesia must report their admission process and results afterwards.

UPNVJT has set the quotas for students acceptance in the percentage of minimum 20 % for SNMPTN, 40 % minimum for SBMPTN and 30 % maximum for Mandiri Selection. The procedure for the Mandiri Selection is regulated under the above-mentioned Rector's Decrees.

UPNVJT has a website (Unduhan – PPMB (upnjatim.ac.id) to provide information to prospective students, with a special dedicated email (maba@upnjatim.ac.id) and online helpdesk to address any issue during the admission process. These websites provide information, including the quotas for each study programme. Furthermore, UPNVJT organised "Edufair 2021" which is being streamed on YouTube, Instagram, and Campus Television in order to directly connect to prospective students. To ensure equal opportunity for disadvantaged students, scholarships are awarded on all admission pathways (SNMPTN, SBMPTN and independent pathway). Scholarships can be awarded on national-level (organised directly under the Ministry), and on the university levels (UPNVJT). During the online conference students and alumni welcomed this support and underlined the importance of scholarships for many students.

Also, the selection procedures for SNMPTN and SBMPTN are regulated nationally by the Ministry (Mendikbud-Ristek). Therefore, UPNVJT follows the decided procedures. The selection procedures for the independent pathway (Mandiri) are regulated through the Rector's Decree of Prospective Students Admission and in the Rector's Academic

Regulation for Undergraduate education[10]. These decrees especially prescribe accreditation status, capacity, registration time, admission requirements, selection process, tuition fees, payment procedures, data verification, and re-registration procedures (registration).

The requirements for English skills are regulated in the Rector's Decree of Academic Regulations[11] based on legal stipulations from the Government which stated that "undergraduate students are required to have good English proficiency in accordance with the minimum international or institutional standards". An English proficiency test is integrated as part of SNMPTN, SBMPTN and the independent pathway (Mandiri). Therefore, new students have to have basic English skills and are required to conduct initial English proficiency tests at the UPN "Veteran" Language Centre in Jawa Timur.

As part of the curriculum, there are two courses, "English 1" and "English 2" that are mandatory for every student. They need to be completed within the first year of study. Furthermore, before they submit the final project (thesis) students must proof their English proficiency as a condition with a minimum score: International Certificate JETSET Level 4; Pearson-LCC1 - UK (equivalent to IBT-TOEFL 57-86) or Institutional Certificate English Proficiency Test / EPT 450 - LC-UPN "Veteran" Jawa Timur (equivalent to ITP-TOEFL 450).

The result and decision of the various admission tests (SNMPTN, SBMPTN and independent pathway) can be directly accessed through the national website (http://snmptn.ac.id and http://www.sbmptn.ac.id/). The result from the independent pathway entrance test is transparently communicated through a dedicated one-gateway portal (PPMB – Pusat Penerimaan Mahasiswa Baru UPNV Jatim (upnjatim.ac.id). This one-gateway portal also contains additional information about the study programmes (quotas, tuition fees, registration procedures, etc.).

Appraisal:

The panel has the view that the admission requirements are clearly defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn also for a personal dialogue, to a student counselling service per special dedicated email, or to an online helpdesk at the university, for clarification of specific questions, of personal aptitude or of career perspectives.

The selection procedure which is applied to all study programmes is transparent and ensures that qualified students are admitted.

The admission requirements for new students on language proficiency in English are tested but can be low. Only before submitting the final thesis students have to proof a level of sufficient English knowledge. The University offers preparatory language courses (English 1 and 2) that may help ensure that students are able to successfully complete the study programme. As these regulations are based on Government rules the panel got the impression that the students can cope with these requirements, also when it comes to English literature that they have to read during their studies. Nevertheless, the panel

---

[10] See „Selection Art. 8".
[11] See Art 15.

recommends the UPNVJT intensifying the preparation of English language skills by additional courses, especially for Business English.

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

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

3 Contents, structure, and didactical concept of the programme

3.1 Contents

The above-mentioned objectives of the BCS programme[12] are to produce Bachelor graduates being able to master, to improve and to implement principles of Communication Science in his/her profession, with competence in the fields of communication science whether in various digital, social media or mainstream platforms; with comprehensive analytical, critical, multidisciplinary perspectives. Students shall be able to work independently and in teamwork, with creative and innovative thinking and with entrepreneurial spirit.

The training in the different courses of the curriculum aims at conveying competences in particular for the following professions:

Table 3: Competence aims of the courses

Graduate Profile	Competence	Courses example
Broadcasting professionals and journalists	Writing news, producing news, knowledge on media business and management	Mass media management, news production, media ethics, economy politics of media.
Public Relations Officers	Designing PR programmes, implementing PR ethics, etc.	PR ethics, media relations, public speaking
Marketing Communication and digital media specialist	Analysing the market, designing digital campaign, usage habit, understanding lifestyle.	Advertising management, media planner, event management.
Creative entrepreneurs	Analysing the market, implementing effective business strategy.	Media and creative industries, entrepreneurship, Consumer behaviours.

All HEIs in Indonesia implement outcome-based education (as regulated under the legal requirements of the Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the National Qualification Framework (KKNI), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI / study programme. This curriculum is entitled by the Ministry as "Independent Campus: Free to Learn (MBKM)" since it promotes higher student mobility and off-campus learning.

---

12 See above chapter 1.1

Table 4: Four core aspects oft he outcome-based education

Aspects	Learning Outcomes
Attitudes	- Devoted to God Almighty and able to show a religious attitude; - Upholding human values in carrying out duties based on religion, morals and ethics; - Contributing to improving the quality of life in society, nation, state, and advancement of civilisation based on the five principles of Pancasila; - Acting as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state and nation; - Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others; - Work together and have social sensitivity and care for the community and the environment; - Obeying the law and discipline in social and state life; - Internalising academic values, norms, and ethics; - Demonstrate an attitude of responsibility for work in their field of expertise independently; - Internalising the spirit of independence, struggle, and entrepreneurship; - Have the values of defending the country in social life;
Knowledge	- Mastering rules, perspectives, principles, and communication techniques in various communication scopes, namely interpersonal communication, group communication, organisational communication, and mass communication; - Able to understand and master the science of communication at the level of concepts, principles, perspectives and contexts, especially in understanding the phenomenon of digital communication; - Understand and master the concepts of public relations, mass media journalism, as well as marketing and advertising communications, and development and transformation to digitalisation; - Mastering the latest principles and issues in the economy, politics, social, and most up-to-date technological developments in general; - Mastering knowledge about digital literacy, media and information, media criticism, and the development of media and society;
General Skills	- Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and uses humanities values according to the field of expertise; - Able to study the implications of the development or implementation of technological science that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics to produce solutions, ideas, designs, or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final project report, and upload it on the college page; - Compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the college page;

	• Able to make decisions appropriately in the context of problem solving in their area of expertise, based on the results of information and data analysis; • Able to maintain and develop networks with mentors, colleagues, peers both inside and outside the institution; • Able to be responsible for the achievement of group work and to supervise and evaluate the completion of work assigned to workers under their responsibility; • Able to carry out the self-evaluation process of the workgroup under their responsibility, and able to manage to learn independently; • Capable of documenting, storing, securing and recovering data to ensure validity and prevent plagiarism.
Specialised Skills	• Able to actualise communication science into the wider community; • Able to design and conduct research in the field of communication using quantitative and qualitative research methods; • Through the PR concentration, graduates can understand the development of public relations values and public relations ethics; • Able to carry out Cyber Public Relations in implementing digital public relations and be able to develop creative and innovative ideas about Cyber PR; • Able to design content concepts and alternative forms of new creative media according to the demands of the times; • Through the Marketing Communication and digital media concentration, graduates can understand marketing concepts, including digital marketing, which continues to grow; • Able to produce media works or communication products (videos, posters, visualisation, and editing) for printed or electronic media; • Able to conduct critical studies on advertisements, films, and media products as well as social media; • Through the focus on broadcasting and journalism, graduates can understand the values of journalism from conceptual to contextual levels and the dynamics of the media industry; • Able to apply discipline, honest, hard work, responsible, independent, and creative values in social life; • Understand and integrate state defence values in developing and applying science, technology, and arts (science and technology); • Develop an entrepreneurial spirit in creative industries and ability to implement digital communication principles in his/her entrepreneurship.

The regular curriculum comprises in eight semesters 66 courses out of which 10 courses are elective, the others are compulsory ones. The obligatory courses cover inter alia the fields of the different religions, advertising, PR, journalism, communication (interpersonal, mass communication, organisational communication, group communication, political communication), technology of communication, English and Bahasa Indonesian language courses, qualitative and quantitative research methods, management, ethics, public

speaking, entrepreneurship. The elective courses add subjects such as television production, radio production, film production, event management, photography, media relation, consumer behaviour. The fifth semester includes a regular internship of one month.

Table 5: Curriculum

Module No.	Title of Course Unit	Credit Points per Semester (ECTS)							
		1	2	3	4	5	6	7	8
1st Semester									
M 1	Islamic Education	4,83							
M 2	Pancasila Education	4,83							
M 3	Introduction to Communication	4,83							
M 4	Basics of Social and Cultural Science	4,83							
M 5	English 1	4,83							
M 6	Basics of Natural Science	4,83							
M 7	Introduction to Management	4,83							
2nd Semester									
M 8	Introduction to Advertising		4,83						
M 9	Civics		4,83						
M 10	English 2		3,22						
M 11	Introduction to Public Relations		4,83						
M 12	Introduction to Journalism		4,83						
M 13	Introduction to Social Statistics		4,83						
M 14	Psychology of Communication		4,83						
3th Semester									
M 15	Communication Theory			4,83					
M 16	Interpersonal Communication			4,83					
M 17	Mass Communication			4,83					
M 18	Organisational Communication			4,83					
M 19	Social Research Methods			4,83					
M 20	Education of State Defense			4,83					
4th Semester									
M 21	Group Communication				4,83				
M 22	Entrepreneurship				4,83				
M 23	Mass Media Journalism				4,83				
M 24	Qualitative Research Methods				4,83				
M 25	Quantitative Research Methods				4,83				
M 26	Management of Advertising				4,83				
M 27	Media and Creative Industry				4,83				
5th Semester									
M 28	Ethics in Communication Professions					4,83			
M 29	Integrated Marketing Communication					4,84			
M 30	Internship (regular)					3,22			
M 31	Ethics and Philosophy of Communication					4,83			
M 32	Public Relations Management					4,83			
M 33	Mass Media Law					4,83			

6th Semester										
M 34	Leadership							4,83		
M 35	Sociology of Communication							4,83		
M 36	Online Journalism							4,83		
M 37	Technology of Communication							4,83		
M 38	Proposal Seminar (research workshop)							4,83		
M 39	Bahasa Indonesia							4,83		
M 40	Community Engagements / Service							3,22		
7th Semester										
M 41	Proposal Seminar (research workshop)									
M 42	Mass Media Management								4,83	
M 43	Political Communication								4,83	
M 44	Public Speaking								4,83	
Elective Course										
M 45	Television Production								4,83	
M 46	Visual Communication Design								4,83	
M 47	CSR & Community Development								4,83	
M 48	Consumer Behaviour								4,83	
M 49	Event Management								4,83	
M 50	Lobbying								4,83	
M 51	Cinema Studies								4,83	
M 52	Introduction to Politics								4,83	
M 53	Communication and Culture								4,83	
M 54	Photography								4,83	
M 55	Media and Gender								4,83	
M 56	Developmental Communication								4,83	
M 57	PR Planning and Strategy Strategi dan Perencanaan PR								4,83	
M 58	Digital Culture & Society								4,83	
M 59	Radio Production								4,83	
M 60	Creative Media Planning								4,83	
M 61	Film Production								4,83	
M 62	Media Relation								4,83	
M 63	PR Ethics								4,83	
8th Semester										
BA	**Bachelor-Thesis**									9,66

The name of a study programme in Indonesia is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek). The official programme name of BCS is "Strata 1 Ilmu Komunikasi" and the awarded degree is Bachelor of Communication Science (Sarjana Ilmu Komunikasi/ S.I.Kom).

According to the UPNVJT, the BCS curriculum prioritises a balance between theory and practice. Towards the concentration of broadcasting and journalism, public relations, marketing communication and digital media, BCS aims to prepare students for their future job market. The examples of integration of theory and practice can be seen in the table below:

Table 6: Examples of integration of theory and practice

Graduate Profile	Courses	Practical aspect
Broadcasters and Journalists	News Writing, Political Economy of Media, Photojournalism, Depth and Investigative News, Media Production	Write, produce, create journalism writing or any media production.
Public Relations Officers	Media relations, CSR and CommDev, PR Production, PR Campaign, Event Management, PR research	Plan, organise, execute, and evaluate PR programmes and manage successful PR campaigns.
Marketing Communication and digital media specialist	Social Media Advertising, Ads Production, Consumer Behaviour, Digital Marketing, Visual Communication Design, Advertising Research	Practice integrated marketing communication whether in digital, social media or mainstream mass media.
Creative entrepreneurs	Entrepreneurship, media and creative industry, integrated marketing communication.	Start small business, advertise his/her business using digital and social media platforms, analyse the markets.

During the online conference lecturers and students underlined that in the courses case studies and practical examples are essential parts of teaching and learning although the case studies are not mentioned in the course descriptions.

In terms of interdisciplinary thinking, BCS offers courses such as political communication, psychology of communication, mass media management, integrated marketing communication, entrepreneurship, creative industry. Furthermore, in order to fulfil the students' competency, students are encouraged to join inter-faculties (*Permadi*) and inter-universities (*Permata*) courses based on their interests started from the 4th semester. Students are able to register to courses outside their discipline. The programme coordinator curates and selects several courses which can also be taken, such as Brand Management and Creative Economies from the Faculty of Business and Management; Cyber Law courses from the faculty of Law; Web Design from the Faculty of Architecture and Design; Algorithm from the Faculty of Computers. Those courses are recognised as elective courses under the BCS curriculum.

UPNVJT starts ethics learning from the first semester onwards with compulsory courses such as Civics, Leadership and Education of State Defence Courses. Other courses focus on ethical obligations and standards of conduct on ethical citizenship. Furthermore, some BCS courses (communication profession ethics, mass media ethics) deepen the students' knowledge of professional ethics and media ethics. In regard of the final thesis, students must submit their work in Turntitin software to ensure the originality of their reports. The student Code of Conduct is published in the student handbooks which will be given once the students are officially registered in UPNVJT as well as in the Academic Guidelines of the Faculty of Social Science.

Methodological competence is delivered through research methods courses. Such courses are introduced from the first year and regularly offered in each semester.

Table 7: List of research methods courses

Courses	Semester	Requirements
Introduction to Social Statistics	2nd	-
Social Research Methods	3rd	Introduction to social statistics
Qualitative Research Methods	4th	Social Research Methods
Quantitative Research Methods	4th	Social Research Methods
Communication Seminar / Thesis Proposal	5th, 6th	Qualitative and Quantitative Research Methods
Thesis	8th	Proposal Seminar

Students' examinations in BCS follow the Rector's Academic Regulation for Undergraduate Education[13]. The examinations consist of a combination of mid-term exam, final-term exam, assignments, practice (labs work), quizzes and other formats that are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). They are characterised by a wide variety of test formats (observation, projects, written exam and / or oral exam).

The final thesis could be elaborated as research reports (regular thesis) or in other formats (academic journal publication with equal weight as regular thesis). Additional prerequisites are that the students have passed the Research Method Course and have shown an English language equivalent to TOEFL 450.

A regular thesis will be examined in the viva exams, whereas students who opt for journal publication form will be exempt from the viva exam (additional requirements following journal's reputation) and write reports instead. Furthermore, the regular thesis is examined based on two criteria: thesis content and presentation. The thesis content is evaluated following several criteria: the accuracy of theories, research methods, result and analysis, whereas a presentation is measured under the solidity of argument during the viva exam and self-composure during the examination.

Appraisal:

The panel welcomes that the curriculum adequately reflects the programme qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation with optional electives enable students to acquire additional competences and skills.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourses and practical applications complement each other in developing the students' qualification profile.

---

[13] As of 9/2020, see Art. 28 to 30

There is evidence that the programme qualifies students for interdisciplinary thinking. The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary thinking.

The panel welcomes that several courses imply ethical training. General aspects of studies are communicated with the Code of Conduct (especially on academic integrity).

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel welcomes those methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in practical work. This further improves the methodological level of the programme.

The panel notices that the midterm exams, as far as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements, laid down in detail in the legally binding Rector's "Academic Regulation for Undergraduate Education", are in accordance with the desired qualification level. It gives detailed information on different forms of assessments of learning outcomes, about the score structure and the assessment components.

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

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

3.2   Structure

Projected study time	4 years
Number of Credit Points (CP)	144 sks credits = 230 ECTS credits (min.)
	160 sks credits = 256 ECTS credits (max.)
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	45 obligatory; 18 elective courses
Time required for processing the final thesis and awarded CP	Six months
	10 ECTS credits
Number of contact hours	3696 h

The BCS programme comprises four study years with eight semesters. BCS students must take a minimum of 144 sks credits and a maximum of 160 credits to be able to graduate from Communication Sciences. The minimum 144 sks credits is taken within a period of 3.5-4 years. 144 sks credits correspond to about 230 ECTS credits.

SKS is an Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). 1 sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (1 semester has 14 weeks). Whereas ETCS credits refer to the whole semester, sks are counted per week. Therefore: 1 sks = 170 mins X 14 weeks = 2380 minutes (39.7 hours).

Table 8: SKS credits to ECTS credits conversion

SKS minimum to graduate BCS	ECTS conversion	workload
144 sks credits	230	144 X 39.7 = 5.717 hours of study

The curriculum consists of 63 mandatory courses and ten optional (elective) courses, competence/concentration courses, fieldwork practices, KKN (Community Service), research proposal seminars, and thesis. The courses are divided into the following groups:

Compulsory courses (compulsory university, faculty, study programmes) and competency courses are scheduled to be taken from the 1st to 5th semesters. Elective courses can be taken from BCS and other faculties and universities which support programme learning outcomes. Furthermore, towards the end of their study (starting on the 6th semester), students must complete non-lecture courses such as community service (2 sks credits), internship (2 sks credits) and thesis (6 sks credits). Since 2020, the new "Independent campus: free to learn" curriculum offers more programme compulsory courses and competence-based courses compared to the 2019 curriculum. It also offers the possibility to students to absolve a longer internship up to six months with a workload up to 20 sks credits[14] although this is not mentioned in the curriculum. This means students can choose between a regular internship (1 to 2 months) and up to 6 months internship in various

---

[14]See UPNVJT's "Internship Program Guide Based on Freedom Curriculum ", chapter 2: "The duration of the internship for each student within 6 months is recognized as equivalent to 20 credits."

institutions and companies (MBKM). The MBK internship is usually more selective since partner organisations actively select interns themselves.

Students choose as many courses as they need for the minimum of 144 sks (230 ECTS) credits up to the maximum of 160 sks (256 ECTS) credits. There is room for about six to eight elective courses in the whole programme that students can choose.

When commenting on the report at hand the Study Programme Director of BCS gave the following additional information: The Independent Campus: Free to Learn (MBKM) is a newly established system. All Indonesian universities must adjust their curricula accordingly. The MBKM internship takes up to six months with a workload of 20 sks credits / 32.2 ECTS credits. The BDes presented a modified curriculum that shows all courses of the semesters 5, 6 and 7 (core courses and elective courses) as marked for a possible conversion (internship replacing certain courses), also modified Academic Guidelines addressing the courses that can be replaced by the internship and giving instructions. Students opting for the MBKM internship must choose those courses to be replaced by the internship with a respective number of credits.

The courses are explained in descriptions in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credit points (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (Indonesian or bi-lingual Indonesian-English) is mentioned. In addition, the Academic Guidelines contain short content descriptions of each course at a generic level.[15] Not included are relevant exams and test formats in the syllabi of each course. However, the assessments of learning outcomes including the thesis are regulated in the Rector*s Academic Regulation for Undergraduate Education.[16]

Generally, students can study a period abroad[17], with approval from the faculty, although the curricula do not foresee mobility windows. In practice almost no student leaves the University for studying abroad for a period. Credits that students are awarded abroad will be recognised if the foreign course is equivalent to the course contained in the BCS curriculum[18].

The Marking policy follows the table with grades between A and E:

---

[15] See p. 83 ff.
[16] See Art. 28, 29 and 30.
[17] See Academic Regulation for Undergraduate Education Art 42 ff.
[18] SEE Academic Regulation Art 31, 32.

Table 9: Grading table

Score in Number	Score in Letters	Grade Point
≥80 - 100	A	4.00
≥76 - < 80	A-	3.75
≥72 - < 76	B+	3.50
≥68 - < 72	B	3.00
≥64 - < 68	B-	2.75
≥58 - < 64	C+	2.50
≥56 - < 58	C	2.00
≥46 - < 56	D+	1.50
≥42 - < 46	D	1.00
0.0 - <42	E	0.00

Students pass the course if they get a minimum grade of C. Students who get D+, D and E must repeat the courses and exams in the following semester. During the time of study, students will be evaluated several times.

The above-mentioned study and exam regulations are legally binding and contain all necessary rules and procedures and take into account, where applicable, national requirements.

The feasibility of students' workload is continuously assessed by the programme director, in discussions with student representatives and in the context of student evaluations. During the online conference students and alumni made clear that the UPNVJT and faculty take care not to overburden the students and to ensure that suitable support and counselling services are at students' disposition. The University also takes into account the drop-out rates. The student feedback sheets do not include questions on course workload.

Gender equality is embedded in UPNVJT's institutional culture and principles, and at present, more than two thirds of students are female. Also, about 50 % of the lecturers are female.

Disabled students are given access (special pathway) in the buildings as well as any forms of affirmative action, for example, in the examination process and standards of markings and evaluation. UPNVJT has guaranteed that its entrance test is non-discriminatory. UPNVJT also provides scholarships for disadvantaged students. They can use the possibility of an academic leave (childbirth, illness, other obstacles that cannot be avoided). The respective period of academic leave does not count as a period of study.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. However, by now the MBKM type of possible internship has not been integrated into the curriculum in a convincing way.
The panel members have taken into account the modified curriculum as well as the Academic Guidelines on the programme modifications that the BCS presented as part of its

comments on the report at hand. Although the panel appreciates the programme management's reaction to also imply the MBKM internship into the curriculum and the Academic Guidelines several aspects are still not clarified such as: Can the programme structure stay unchanged despite the possibility that even core courses can be omitted in favour of the long internship? Will for each student opting for an internship the learning outcomes of the replaced courses be ensured? Those questions must be clarified by the BCS before accepting a modified curriculum. Therefore, the panel recommends the following **condition:**

The University
a) integrates the MBKM internship with up to 20 sks credits into the curriculum;
b) substantiates how the learning outcomes of courses that may be substituted for this internship will be reached.

Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed information on intended learning outcomes and other information. In addition, Rector's and Faculty regulations give descriptions on programme elements. Although the Rector*s Regulation provide detailed instructions on how assess thesis and the learning outcomes of the courses the panel recommends substantiating the relevant exams and test formats in the syllabi of each course.

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

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students get individual assistance under special circumstances.

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

3.3   Didactical concept

The UPNVJT prescribes the learning and teaching methods especially in Art. 25 of the Rector's Academic Regulation for Undergraduate Education. Learning methods have to be interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centred. The student-centred learning (SCL) method shall include problem-based learning, project-based learning and interactive learning skills with group discussions, role playing and simulation. This applies to all study programmes.

As for the BCS, to some parts teacher-centred learning is still used. But BCS mostly focuses upon student-centred learning[19] which is manifested towards various teaching methods: case-study (problem-based learning) and task-based (project-based learning). Other learning methods such as interactive skills (discussion, simulation, role playing, team works and presentation) are also widely used. Problem-based learning and project-based learning are especially pertinent in the teaching of competency courses. Below are some examples of courses:

Table 10: Examples of project-based learning

Courses	Learning Methods	Assignments/Exams Examples
Mass Media Journalism	Project-Based	Designing online-media platforms
Online journalism	Project-Based	Writing online news
PR Management	Problem-Based	Designing PR programmes
Media and Creative Industries	Project-Based	Planning start-up business in the field of creative industries
Event Management	Project-Based	Writing event planning and executing events.

Course materials in BCS could be in the form of conventional text-books and monographs, power points presentations, e-book, scientific journals, tutorial videos, audio recordings, video recordings, etc. All materials are oriented towards the achievements and completion of programme learning outcomes. The UPNVJT e-learning portal (www.ilmu.upnjatim.ac.id) has been used more intensively during the pandemic, where students accessed all materials from their lecturers. Students stored assignments and delivered exams in this portal while lecturers could deliver feedback. There is a video conference technology where online lectures could be organised in real time. The panel took the opportunity during the online conference to get access to the internal digital ILMU platform.

Guest lecturers are an integral part of the programme. International guest lecturers were invited because of their research excellence, whereas Indonesian guest lecturers were invited because of their professional credentials. Guest lecturers are part of the course management, especially within the competency-based courses (concentration courses).

---

[19] See SER p. 15

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up-to-date and digitally accessible for the students. The panel became convinced that the digital platform ILMU is user-friendly and encourages students to engage in further independent studies.

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

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

3.4 Internationality

Many courses in BCS have been designed to observe social phenomena not only in local and Indonesian context, but also at the international level. Students are expected to have a multi-perspective on social phenomena inside and outside Indonesia. Focused on case-based learning, lecturers are encouraged to balance the course materials across local, national, and global contexts. Several compulsory courses are designed to enhance students' intercultural skills towards multiple environments. Also, many courses are being held in bilingual communication. Students in particular have to read English literature for their subject.

The Community Service course (KKN) is part of a compulsory course where students are expected to work in remote villages outside Surabaya for two weeks to a month. This experience will enhance students' skills to deal with diversity of culture outside the campus. BCS also has introduced a student exchange programme where students can register and join in inter-universities courses; therefore, students are accustomed to diversity of culture, customs, and values. This was underlined by the interview with students during the online conference.

Currently, BCS does not have any students from abroad. However, Indonesia consists of many ethnicities, religions, and values. Students come from several parts of Indonesia, and

the student body reflects those values. BCS believes that multiculturalism is Indonesia's strength and, therefore, discrimination in any form in UPNVJT will be punished accordingly.

While currently BCS does not have any lecturers from foreign nationals three faculty members graduated from universities abroad: Cardiff University (UK), University of Queensland (Australia), and University of Newcastle (UK). Moreover, there are several internationalisation efforts that have been initiated:

- Inviting international scholars to give keynote speeches, guest lecturers and advising the curriculum (from Monash University Digital Asia Labs; University of Sarawak Communication Dept., University of Hong Kong Digital Humanities Dept., and Chinese Cultural University-Taiwan Dept. of Journalism);
- Funding and sending the faculty members to international conferences in Asian regions;
- Organising international conference, such as IMC 2018, IMC 2019, and the forthcoming IMC 2021.

At university-level, the International Office (KISe) regularly organises international events such as learning English with natives, cultural exchange (students and lecturers) with Western Australian Universities and joint-programmes with partner Universities. Various international events and partnerships are available on KISe website (io.upnjatim.ac.id).

As mentioned above, starting from 2020 BCS offers several courses bilingual (Indonesia – English) such as Media and Creative Industry, Digital Culture and Society, Cinema Studies. Also, the curriculum includes two courses on English language. However, the majority of courses is delivered in Indonesian language.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, the panel has the view that the programme in total should become more international because journalism, broadcasting professions and marketing communications are in most cases per se internationally-oriented.

Although the composition of the student body is not international but multi-cultural it corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Faculty has no international composition (teachers from different countries, teachers with international academic and professional experience). Although the University tries to intensify the internationalisation the panel recommends including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Nevertheless, as the programme as such has in some parts an international content the panel recommends including more training of the English language.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Multidisciplinary skills and competences in UPNVJT are reflected in the university and faculty compulsory courses, such as Education of Bela Negara, Civics, Leadership, Entrepreneurship courses. At the programme-level, the characteristics of multidisciplinary thinking and skills are provided in several courses:

- BCS regular courses: Entrepreneurship, Public Speaking, Media and Creative Industry, Political Communication, Psychology of Communication, Integrated Marketing Communication, Mass Media Management, Organisational Communication;
- Inter-faculties and inter-universities courses: Starting from the 5th semester, students are encouraged to pick inter-faculties courses and inter-universities courses. The Ministry of Education has regulated that students are allowed to pick any courses (up to 40 sks) from Indonesian universities (the list of courses offered is published nationally);
- Community service – fieldwork courses: this is obligatory in the 6th semester where students work in remote villages consisting of teams from other study programmes in UPNVJT;
- Internship programmes: regular internship (1 to 2 months) and up to 6 months internship in various institutions and companies (MBKM). Students can choose between both types. The MBK internship is usually more selective since partner organisations actively select interns themselves.

Many courses require students to deliver presentations and in teams; therefore, students are getting used to working under different environments and situations.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.
The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

As part of the courses students have to elaborate case studies and to solve project assignments. Moreover, BCS has six communication laboratories which support the teaching process on practical levels. Some competence-based courses are divided into one credit in the classroom and the remaining two credits outside the classroom (in labs or off-campus learning).

As mentioned above, the regular internship practice requires that every student absolves a compulsory curricular internship. It is conducted within a minimum of one month and a maximum of two months. Also, in terms of increasing the students' employability, BCS has secured mutual cooperation with several companies to offer students up to six months internship programmes.[20] The obligatory internships help students improve their communications, teamwork, problem-solving, and self-management skills. Some students' reports about their internship were presented to the panel. To provide a reference for students of regular apprenticeships, the BCS programme has prepared a guidebook for students.

BCS also offers national certification as a Junior PR for students to enhance their employability before they graduate.

During the online conference lecturers of UPNVJT and students informed the panel, that the waiting period between graduating and starting a first job does not exceed three to six months, depending on the subject area.

Appraisal:

The panel welcomes UPNVJT's activities of promoting employability. In particular, the possibilities to absolve internships with a subject close to their study can improve the integration of theory and practice as do adequate and suitable courses and extra-curricular initiatives. The students' reports on the internships verify that the students get a useful insight into a company or organisation.

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

---

[20] See above chapter 3.2.

4 Academic environment and framework conditions

4.1 Faculty

BCS currently employs 30 full time lecturers and five part-time lecturers with minimum academic qualifications of Master's degree in Communication Science or relevant subject fields. Further details are as follows:

Table 11: Structure of the teaching staff

	Faculty members
Full Time Lecturers	
Professor	-
Doctors	5
Masters	25
Part-Time Lecturers	
Professionals	5
Total full time and part time lecturers	35

Lecturers are appointed by the government or the management body of the University.[21] The minimum qualification for lecturers in BCS is a Master degree. Five faculty members hold Doctoral qualifications and currently three faculty members are in the process of obtaining their Doctoral degree. Three faculty members graduated from universities abroad: Cardiff University (UK), University of Queensland (Australia), and University of Newcastle (UK). The remaining faculty members obtained their Master and Doctoral degrees from universities in Indonesia: Universitas Gadjah Mada, Universitas Indonesia, Universitas Padjadjaran and Universitas Airlangga. Part-time lecturers are being recruited not only because of their Master degree qualifications, but also their professional background in the industries. Courses such as photography, event management, film production, visual communication design and radio production need professionals with knowledge both in theory and practice.

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education[22]. Beside conducting lectures they have to plan the learning process, to carry out assessments of learning outcomes, report on activities of students in higher education at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and to carry out certain management functions.

A list with faculty members teaching at the BCS shows that all courses of the BCS curriculum are covered.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). With the exception of six junior lecturers, all BCS

---

[21] See Art. 69, 70 of the Law number 12, 2012 on Higher Education.
[22] See Art. 34

faculty members hold this national certification for lecturers. Besides Serdos, there are other teaching certifications, Pekerti (foundational teaching certification), AA (applied approach/advanced teaching certification), that can be taken each year as further education and are funded by the UPNVJT. This helps lecturers design, manage, execute, organise, and evaluate their courses and teaching methods. UPNVJT also regularly sends faculty members on teaching certification: such as designing outcome-based education (OBE) methods and curriculum. Six BCS faculty members have been certified as national competency assessors for Junior PR.

Table 12: Overview of the lecturers' national certification

Graphic 2. Pedagogical / Didactical Qualification
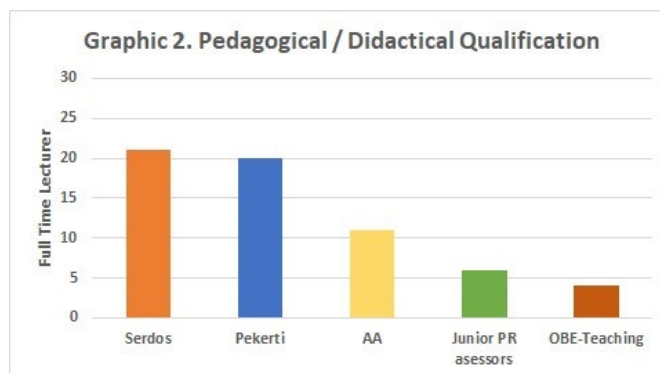
Some lecturers have various business enterprises and work as professional consultants, especially in creative industries. Four faculty members used to serve as the district broadcasting commissioners in East Java (KPID) that oversee and regulate the local broadcasting television and radio in East Java. Such experiences are genuinely beneficial and directly related to some courses such as Media Ethics, Broadcasting courses and Mass Communication-related courses. Part-time lecturers were recruited based on their specific skills and professional achievements to combine theory and practice. Many BCS lectures take part in international and national communication associations. One lecturer is the assessor for BAN-PT (National Board of Accreditation), several lecturers take part in committees that hold workshops and meetings for the direction of Communication Science curriculum in Indonesia.

Faculty members are expected to cooperate with each other. All courses are delivered in team teaching (minimum of two lecturers). This team needs to meet regularly for coordinating, maintaining, organising course materials, examination, and course evaluation. Apart from teaching, the Ministry of Education has set the mission 'Tri Dharma', or three main obligations, of lecturers that includes teaching, research, and community service.

Based on university regulations, each research and community service project must include students; therefore, students are not only involved in the learning-teaching process, but also as a collaborator in research and community service teams. BCS holds at least monthly meetings to discuss the learning, teaching and research and community services activities.

Each student has an academic supervisor assigned by the faculty[23]. The academic advisor must hold a permanent position with a minimum qualification of Master degree. If the academic advisors are unable to perform their duties, the Faculty will assign a new academic advisor. The duties of supervisors include:

---

[23] See Academic Regulation for Undergraduate Education Art 35 I

1. To guide students in planning his/her study and give consideration to the courses to be taken;
2. To approve study plan cards through the online system SIDOS;
3. To give insights and guidance about the number of credits to be taken;
4. To follow the development of students;
5. To help find solutions for students if the academic problems persist.
6. To motivate students to participate in the student body (Himakom) and other extracurricular activities (student communities).
7. To motivate students to actively participate in academic and non-academic competitions at local, national, and global levels.

A psychology counselling centre is available for students who struggle with their mental well-being. UPNVJT has a dedicated psychology centre with two psychologists to help students with difficulties. Usually, academic advisors will register the students and notify the centre.

The support of students by teaching staff also takes place beyond the classroom. Lecturers have regular office hours that are held at fixed times and by appointment. Students are also encouraged to contact them via email if they have urgent questions around a subject.

During the online conference students appreciated the intensive and effective support that they received from academic staff.

Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. All courses are supplied with lecturers. This is testified by a list of lecturers with their course assignments. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both academic standards and requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. As faculty members should hold the Sardos certificate the University verifies their qualifications. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. In particular with the training for AA and Pekerti specific measures for the further qualification of the faculty members are implemented.

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

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The panel welcomes in particular that by law every student has an academic supervisor whom he can ask for advice and who will help her / him in case of difficulties. Also, it became clear during the online conference that faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

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

4.2 Programme management

BCS is managed and organised by the programme coordinator, who is supported by administrative staff and reports to the Dean. The Dean is supported by three Vice-Deans for academics, human resources, and finance and for student affairs. Specifically, the programme coordinator tasks include:
- Planning schedules and evaluation of learning outcomes,
- Implementation of the lectures on the field of study,
- Coordinating the process of *tri dharma* (teaching, research, and community service) in the programme,
- Coordinating the planning, provision, and proposal of the need for lecture, facilities, and educational infrastructure,
- Coordinating and monitoring the preparation of teaching and learning process on the programme level, faculty level and university levels,
- Monitoring and evaluating the finance and budgeting on programme and faculty levels,
- Planning and suggesting the training of administrative staff to maintain the programme development,
- Evaluating and reporting the running programme management system,
- Fostering student activities both within the formal structure of student affairs and outside student organisations,
- Working with corporate partners to support the learning process at the Faculty.

In managing the labs, the programme coordinator is supported by two heads of the communication laboratories. Television, radio, and PR labs are managed under the head of broadcasting labs, whereas photography, advertising and cinema are managed under the head of creative media labs.

At faculty level, administrative affairs are managed and coordinated under the head of administrative staff. Whereas the administrative staff encompasses more than 300 members, at faculty level there are 13 collaborators working for faculty and students. The head of administrative staff (Kabag TU) is supported by the head of general affairs (Kasubag Umum), head of education and teaching affairs (Kasubag Dikjar), and head of finance (BPP). In addition to that, each study programme is supported by its own administrative staff. Two additional administrative staff members have been assigned to BCS. They help the programme coordinator in maintaining the teaching and learning on a day-to-day basis, such as: schedules and timetables, examination, and final thesis exams, etc. UPNVJT has an integrated online e-system (Siamik and Sidos) to help the management of the academic process. Administrative staff are routinely being mentored and trained to enhance their skills.

Furthermore, UPNVJT provides integrated services for students. To improve the quality of its services, UPNVJT periodically conducts surveys to measure the public satisfaction. Complaints from students or public can also be delivered on the UPNVJT website and the REPORT application on the Ministry website.

Appraisal:

The panel noticed that the study programme and the activities of everyone involved are well managed and coordinated by the programme coordinator. It is ensured that the programme runs smoothly.

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. During the online conference the panel was informed that the HEI offers the administrative staff opportunities for continuous professional development.

Moreover, the panel welcomes that the administrative staff acts as a service provider for students and faculty. The interview during the online conference underlined that the administrative staff is highly motivated.

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

4.3   Cooperation and partnerships

The faculty has the view that strong alliances and strategic partnerships are needed for further developing the study programme. It is fully supported by its faculty members to seek collaboration in teaching, research, and community service. There is several cooperation with other HEIs or networks that are currently running:

Table 13: List of cooperations with HEIs and other academic institutions

Aspect of Tri Dharma	In cooperation with (HEI or networks)	Activities
Teaching	WAEJUC (Curtin University and University of Western Australia).	Inbound – outbound Summer exchange programme (before the pandemic). After the pandemic, the activities moved online.
	UPN Yogyakarta and UPN Jakarta	Joint teaching for several courses (research methodology, group communications).
	Padjadjaran University, Faculty of Communication (organised under the Ministry of Education)	Outbound teaching (several courses).
	Other public universities in eastern part of Indonesia	Inbound multi-disciplinary courses (digital culture and society, public speaking, media, and creative industries). can also be taken by non-communication science students.
Research	UPN Yogyakarta and UPN Jakarta	Joint-research and joint-publication funded by UPNVJT LPPM (Council of Research and Community Service) for several projects.
	Brawijaya University	Joint-research and joint-publication.
	Trunojoyo University	Joint-research
Community Service	Surabaya government	"Student teaching" programmes in the disadvantaged area around the local municipalities.
	Several high schools in Surabaya	Mentoring for high-school students (focusing on digital literacy and digital citizenship), women's school

As far as cooperation with business enterprises and companies is concerned the UPNVJT has concluded several agreements in terms of Memoranda of Understanding (MoU) which have been presented to the panel.

Table 14: List of cooperations with business enterprises and other organisations

Enterprises / company	Activities
Telkomsel Indonesia	Up to 6 months internship programme in digital marketing, PR, and data analysis.
Tirto.id	Up to 6 months internship and mentoring programme in online and digital Journalism
Mahagora	Up to 6 months internship programme in marketing communication.
JD Consulting	Up to 6 months internship in business, digital marketing, and digital branding
Noah Creative	Up to 6 months internship in marketing communication (advertising, event management, consumer behaviours).
Riliv Psikologi Indonesia	Up to 6 months internship programme in marketing communication and public relations.
Kreasi Cipta Buana	Up to 6 months internship programme in marketing communication and public relations.

Appraisal:

The scope and nature of cooperation with other universities from Indonesia and abroad relevant for the programme are plausibly presented. The agreements in terms of MoUs forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. Several activities contribute to the development of the students' qualification and skills.

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

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

4.4 Facilities and equipment

As the on-sight visit had to be replaced by an online conference because of the Covid-19 pandemic UPNVJT made available to the panel numerous photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof[24].

---

[24] See self-evaluation report pp. 24 f.

BCS has six communication labs for the teaching and learning process and other activities. There are two heads of communication labs and one technician who are responsible for the managerial maintenance.

Table 15: List of laboratories

Labs	Main activities
Television lab (UPN Television)	Supporting the teaching-learning process, broadcasting BCS programme regularly through UPNTV YouTube channel, helping the university in airing campus-open day, graduation ceremonies, etc.
Radio lab (AK UPN Radio)	Supporting the teaching-learning process, regular in-campus radio broadcasts, producing streaming programmes in Spotify.
PR lab	Supporting the teaching-learning process, providing assistance for students' certification as Junior PR.
Advertising lab	Supporting the teaching-learning process, organising exhibitions for students' works, participating in national competitions.
Photography lab	Supporting the teaching-learning process, organising exhibitions for students' works, organising student participation in photography competitions.
Cinema Lab	Supporting the teaching-learning process, organising film screenings for students, participating in independent film competition.
Computer lab (Faculty-level)	Supporting the teaching-learning process at the faculty level.

UPNVJT has classrooms that comprise on average 56 square metres for 40 students, a 64 square metres reading room, an administration room, and a discussion open space for students equipped with Wi-Fi free of charge, just as all communication labs aforementioned. There is also the language centre and health clinic.

Space for study and extra-curricular activities is provided. Facilities and infrastructure to support the talents and interests of students include three tennis courts, a football field, four basketball courts, four volleyball courts, a swimming pool, rock climbing, futsal courts, a set of marching band instruments, a set of musical instruments (kulintang and campursari). There are 33 student clubs and societies in UPNVJT, managed under the Student Centre. The disabled students are provided a special room on the 1st floor so that they are not obliged to attend lectures in the classroom. Disabled people can use special pathways around campus.

As far as the access to literature is concerned the National Library of Indonesia (https://www.perpusnas.go.id) has a substantial collection of e-books, scientific publications, periodicals, newspapers, historical archives, etc., which can be accessed by Indonesian citizens free of charge. The registration is simple, with only a national ID card. Perpusnas can be accessed completely online.

UPNVJT has a central library which is open during weekdays from 7 am to 6 pm and subscribes to several scientific publishers (Springer, Elsevier, ProQuest, and Cambridge

University Press). The central library also holds substantial textbooks and is regularly updated.

The faculty of social and political sciences has a separate library with reading room for specific books in the communication science field; the faculty's library provides a selection of textbooks and monographs. There is a dedicated reading room for students.

During the online conference the interviewed students confirmed that they had effective and efficient access to literature and journals. The access is supported by the internal digital platform ILMU that has also been presented to the panel during the online conference.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the UPNVJT's building. Instead, UPNVJT provided several photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. The panel is convinced that access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up-to-date. Moreover, the panel welcomes that UPNVJT assures full access for students and staff to several electronic library platforms.

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

4.5   Additional services

Apart from the psychological counselling service, UPNVJT has its own career centre (namely Career Development and Entrepreneurship Centre). It regularly organises several activities:

1.   Career bursaries: This centre regularly organises career days and invites companies to have a direct interview with potential graduates.
2.   Support for campus-based enterprise: students' business, campus mini-market, cafeteria, etc.

---

3. Career-related conferences: inviting professional speakers to inform about future job markets, how to write a good CV, how to use social networking (LinkedIn, etc.) for employability.
4. Collaboration with student bodies (university level, faculty level, and programme level) to organise career days where students can meet with prominent alumni for coaching and self-improvement sessions.

Aside from dissemination of vacancies, UPNVJT also distributes information on student competitions and internships.

Established since 1994, BCS alumni have their own community with a steering committee. It holds meetings and excursions at least once a year, where BCS also uses the opportunity to gain insights to evaluate the recent curricula. BCS has just started to introduce the "alumni go to campus" programme where alumni can teach students. "Alumni go to campus" annually accommodates alumni to share their knowledge and skills with their younger counterparts. There are several programmes under "alumni go to campus" such as a freshmen programme where the alumni give study motivation, a guest lecturer programme to teach several courses with lecturers and a media community programme where the alumni share their competence and teach in communication labs.

As mentioned above[25] the administration of UPNVJT with more than 300 as well as of the faculty with 13 staff members encompasses a sufficient administrative capacity.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation with an alumni network has been set up.

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

4.6 Financing of the study programme (Asterisk Criterion)

UPNVJT is a public university. The financing of all public universities in Indonesia is regulated under Government regulations. There are three sources of income for UPNVJT:

1. Government: in the form of grants, subsidies, collaboration, and partnerships.
2. Public funds: come from the public, especially from tuition fees.
3. Other sources of income: come from the university's business enterprises.

---

[25] See Chapter 4.2.

As of 2021, BCS has secured a prestigious grant (200,000 EUR) from the Ministry of Education (Menristek-Dikti) to support various academic activities and inventories in the communication labs to initiate and support the freedom curriculum. As outlined in the proposal, the fund will be used for lab equipment (50 %) and the remaining is for funding various programmes in relation to the academic activities (internships, student conference, student exchange, community service in disadvantaged areas, entrepreneurship trainings and competition, etc.) and to sustain collaboration and partnership with reputable companies.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5 Quality assurance and documentation

As mandated in Article 53 of the "Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education", the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the university and the External Quality Assurance System (SPME) conducted through accreditation. To make this a reality UPNVJT has adopted "Guidelines for Internal Quality Audit" that are the basis for the University's internal Quality Audit (AMI). By doing this UPNVJT wants to improve the quality of its higher education in a planned and sustainable manner.

UPNVJT has installed a quality assurance agency, the Institute for Learning Development and Quality Assurance (LP3M) that has the main task to carry out, coordinate, monitor and evaluate learning development and quality assurance. The quality assurance for non-academic aspects is held through internal control and supervision by the Internal Supervisory Unit (SPI).

SPMI is implemented periodically, using standards that meet the requirements of National Higher Education namely in the scope of University, Faculty, Departments and Study Programmes based on PDCA principles: Planning, implementation, evaluation, control, and development.

The quality standard of Higher Education in the Academic Field of UPNVJT consists of 36 quality standards, which include 24 mandatory quality standards in accordance with the National Standard of Higher Education and twelve additional quality standards developed by UPNVJT. UPNVJT also implemented ISO 9001: 2015, which is being reviewed yearly. The following graph shows the Internal Quality Assurance (SPMI) process in UPNVJT:

Table 16: Internal Quality Assurance (SPMI) process
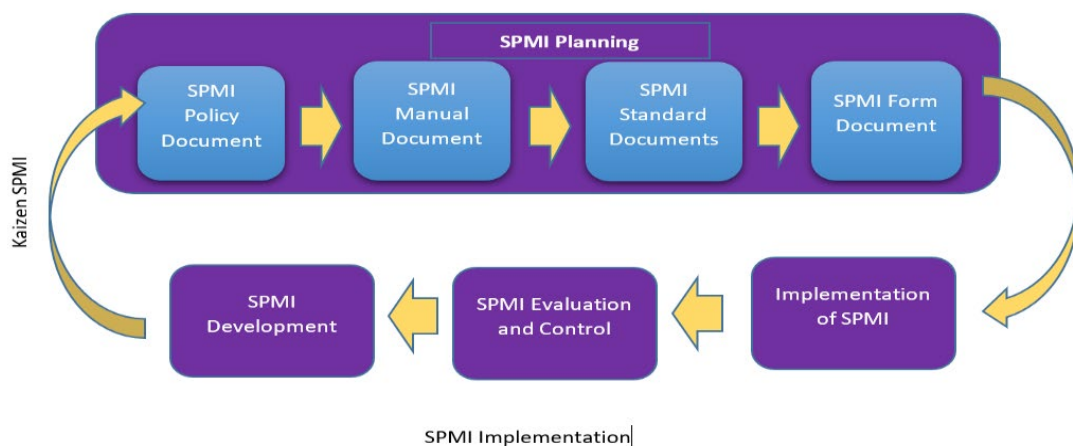
At the end of each semester, students are required to fill out the student satisfaction survey. Criteria are measured in order to evaluate the performance of lecturers, administrative staff, and facilities during the academic year. Those criteria are as follows: reliability, lecturers' performance, administrative staff performance, responsiveness, assurance and empathy, accessibility, the quality of facilities and learning infrastructures. The study-workload is continuously being checked by faculty[26]. This survey is posted in the UPNVJT online

---

[26] See above chapter 3.1

academic system (Siamik) and is mandatory since the students cannot register for final exams before they have completed the survey. The results are then reported to Rector, Dean and programme coordinator and published on the BCS website while also being discussed in the regular faculty meeting. Students can also deliver their complaints via the student body organisation (Himakom) who then reports such complaints to the programme coordinator. Furthermore, BCS implements a students' perception survey to evaluate the online learning protocols imposed as the result of Covid-19. The result is meaningful in evaluating the management of distance learning in the future. Consideration is given to an analysis of the success rate, and graduate employment as well as the profile of the student population. The results are statistically analysed and published in an "Implementation Report" for every study programme.

By the end of the academic year, faculty members (lecturers and administrative staff) are expected to fill in an e-form to evaluate the leadership of the Faculty of Social and Political Sciences. There are several criteria to be evaluated: operational leadership, organisational leadership, and public leadership. The evaluation result is recorded and is available at the Faculty's website. Faculty members also hold a meeting at least twice each semester which involves the faculty's leaders' direct response when a problem arises.

BCS conducts stakeholder surveys through forms disseminated in alumni networks. This survey elaborates on the perception of stakeholders towards graduates of BCS based on seven indicators, as follows: work ethics, competency, English language skills, technological competence, communication skills, teamwork, and self-development. The recent report has shown that stakeholders rate the English language competence and technological competence well, in other aspects, self-development and communication skills scored "very well" overall. Results and evaluations based on the seven criteria of these surveys become the guidelines for improving the curriculum.

In assuring the quality management system, BCS has faculty members who serve in GPMP (Quality Assurance Unit - Programme level). There is no other procedure that includes students as part of a committee or group dealing with the outcomes of assessments and based on this the possible improvements of teaching and learning.

Each student will be given the university's handbook (general academic manual) as well as the faculty's handbook by the time they have registered in UPNVJT. The faculty regularly updates the faculty's students handbook in which curriculum, courses contents, regulations in regard of teaching, examination, internship, and thesis defence exam are contained. In addition to that, BCS also publishes its own students' guide specifically for BCS students. For the general public, information in regard of BCS can be accessed online (ILMU KOMUNIKASI – Terakreditasi "A" (upnjatim.ac.id))

Information on the academic calendar and all activities during the academic year can be accessed online (Sistem Informasi Akademik (SIAMIK) (upnjatim.ac.id)). For BCS students, the BCS website (ILMU KOMUNIKASI – Terakreditasi "A" (upnjatim.ac.id) and the Instagram account (Ilmu Komunikasi UPNV Jatim (@ikomupnjatim) • Instagram photos and videos) also provide information on exams, internship, thesis writing, and community service programme. The website also serves to document all BCS-related activities during the academic year (BCS events). Moreover, labs media channels ((67) UPN TELEVISI JATIM - YouTube) are dedicated to document various activities under the study programme.

Appraisal:

The panel welcomes that UPNVJT has based on the binding legal provisions set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on success rate, and graduate employment as well as the profile of the student population. The panel notes that students can deliver their complaints via the student body organisation to the management, but they do not participate in the respective committees to assess quality assurance and development procedures. Therefore, the panel recommends the UPNVJT more intensively involving students in processes of assessing quality assurance and development outcomes.

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

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

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

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

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

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

Quality profile

HEI: Universitas Pembangunan Nasional "Veteran" Jawa Timur

Bachelor programme: Communication Science

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

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

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