

# Decision of the FIBAA Accreditation and Certification Committee



**4<sup>th</sup> 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:** International Relations  
Degree: Bachelor of Social Sciences  
**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.

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

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

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

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**Bachelor study programme:**

International Relations

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**Qualification awarded on completion:**

Bachelor of Social Sciences

# General Information on the study programme

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**Brief description of the study programme:**

The Bachelor programme "International Relations" offers within four years (8 semesters) and with a workload of min. 230 ECTS credits a training for three professional occupations: (1) Working in public administration (both government and corporate agencies), (2) Researchers who conduct innovative research or community service, (3) Activists in NGO and other organisations who shall motivate and create initiatives and solutions to improve and promote local-global well-being by acting as advocates or social entrepreneurs. Most courses are in English or bi-lingual (English and Indonesian). The knowledge of English is required. Graduates reach the degree "Bachelor of Social Sciences".

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**Type of study programme:**

Bachelor programme

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**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)

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**Mode of study:**

full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

160 study places

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**Programme cycle starts in:**

August

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**Initial start of the programme:**

2011

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**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 International Relations 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<sup>1</sup> 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

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

**Prof. Dr. Mouna Thiele**

Hochschule Düsseldorf, University of Applied Sciences, Düsseldorf, Germany  
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 video conferencing tool Zoom. The same cluster included an appraisal of the following Bachelor programmes: Development Economics, Communication Science, 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 on hand.

# Summary

The International Relations 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. 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 quality requirements that have not been fulfilled:

- Internationality of faculty (see chapter 3.4),
- Practical business experience of faculty ( see chapter 4.1)

are not asterisk criteria and therefore do 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 of each course (see chapter 3.2),
- Intensifying the student exchange with universities abroad (see chapter 3.4),
- Including lecturers from abroad into permanent staff (see chapter 3.4),
- Including more training of the English language (see chapter 3.4),
- Including more practitioners who can augment practical experience (see chapter 4.1),
- 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),
- 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.

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# 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 6<sup>th</sup>, 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)<sup>2</sup>. The last-mentioned takes the responsibility for the programme International Relations.

UPNVJT’s vision is to become the leading university with Bela Negara or State Defence characters<sup>3</sup>. 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)<sup>4</sup> 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,

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<sup>2</sup> In the following: FISIP

<sup>3</sup> 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.

<sup>4</sup> 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 International Relations (BPIR) was established in 2011 under the Faculty of Social and Political Sciences. As a relatively new programme, BPIR gained a “B” status (by the BAN-PT / National Accreditation Board) which means “good”.

UPNVJT has the view that in the process of globalisation global values are increasingly encountering local wisdom. Global dynamics interacts with local interests. Amid this convergence, BPIR seeks to bridge these two forces instead of focusing only on international affairs like most international relations study programmes in Indonesia. This globalisation-centred approach aligns with the University's vision of implementing the state's character and the new national standards of higher education, the so called "Independent Campus, Freedom to Learn" (Merdeka Belajar, Kampus Merdeka) curriculum. It was released by the Minister of Education and Culture. These new standards and the modified curriculum require universities across Indonesia to encourage their students to be more actively involved locally and societally during their studies to increase their employability. Therefore, UPNVJT focuses more on a multidisciplinary approach, student-centred learning, and competence-based courses.

For the next ten years, BPIR envisions producing international relations graduates who understand the importance of globalisation. The programme promotes local interests through various global policy talks, international conferences, global classrooms, student mobility, and competitions. At the same time, its curriculum places similar importance on society's development.

**Table 1: Statistics of the BPIR**

		2020	2019	2018	2017	2016
# Study Places		160	120	80	80	60
# Applicants	∑	1386	1492	1374	1288	870
	f	837	891	752	719	388
	m	549	601	622	569	482
Application rate		866.25%	1243.33%	1717.50%	1610.00%	1450.00%
# First-Year Student	∑	156	122	122	65	60
	f	107	71	71	38	27
	m	49	51	51	27	33
Rate of female students		0.6858974359	0.5819672131	0.5819672131	0.5846153846	0.45
# Foreign Students	∑	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		97.50%	101.67%	152.50%	81.25%	100.00%
# Graduates	∑	37	56	17	18	16
	f	20	40	10	10	10
	m	17	16	7	8	6
Success rate						
Dropout rate						
Average duration of study		5.05	4.55	4.29	4.38	4.19
Average grade of final degree		3.31	3.38	3.48	3.32	3.36

According to UPNVJT, the average drop-out rate comes to 3.94 % 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 BPIR programme are sought by many applicants, although with a decreasing tendency. The still 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 studies 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

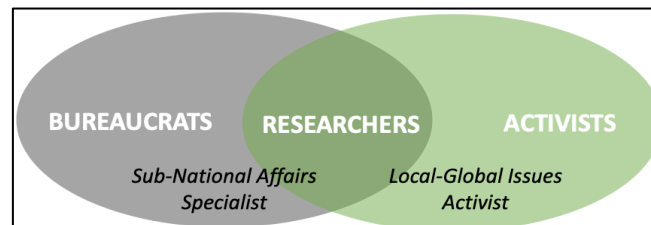
### 1.1 Objectives of the study programme (Asterisk-Criterion)

The BPIR 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<sup>5</sup> before graduating with a Bachelor of International Relations. Programme Learning outcomes are designed in compliance with professional associations, the KKNI, and national accreditation bodies while also accommodating stakeholders' inputs.

BPIR graduates are expected to master local-global theoretical knowledge and practical skills as sub-national affairs specialists and local-global issues activists. According to UPNVJT, in orientation at the market of employment, the curriculum of the BPIR is continuously updated. This is organised by involving both the Programme Director and internal stakeholders consisting of lecturers, students, and alumni. To keep up-to-date with the needs of society and scientific developments in the fields of international relations, BPIR curriculum is also organised with the involvement of the Indonesian International Relations Association (Asosiasi Ilmu Hubungan Internasional Indonesia / AIHII), whose organisational members made several recommendations for its development

In consideration of all the parties involved, the profiles of typical BPIR graduates, which are used as a description of the programme's core competencies, are as follows:

**Table 2: BPIR Graduate's Profile**



**Bureaucrats / Administrators:** The graduates shall have the ability to understand, explain, analyse, and provide practical solutions to various local-global issues for both government and corporate agencies.

**Researchers:** The graduates shall have the ability to conduct innovative research, community service, and expand the development of a local-global understanding as a mediator between bureaucrats (top-bottom approach) and activists (bottom-up approach).

**Activists:** The graduates shall have the ability to motivate and create initiative, solutions, and alternatives to improve and promote local-global well-being by acting as advocates and social entrepreneurs.

Adhering to its curriculum and graduate profiles, the learning outcomes of BPIR should provide the following qualifications:

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<sup>5</sup> This Indonesian credit system will be explained in Chapter 3.2

- A personal character with integrity, responsibility, and professionalism underlined by the state’s characteristics upheld by the University.
- Ability to understand, explain, master, and implement principles of international relations studies, specifically covering local-global issues, to meet the needs of society and the world of work.
- Analytical and researching skills to understand, improve, and create solutions and alternatives to various international relations phenomena between local actors and global issues.
- Motivation and creativity to expand international relations studies to bridge local and global issues and improve society’s well-being.

UPNVJT also offers laboratories to support the study process and its Professional Certification Agency (LSP) to increase graduates’ competencies and achieve the learning outcomes. BPIR has an extensive and intensive laboratory, called the Laboratory and Inventory of International Relations (LABIRIN). As a part of the study process, LABIRIN provides various activities to help graduates attain practical diplomacy, negotiation, research, entrepreneurship, and activism. BPIR also provides a Professional Certification Agency of Export Operators, in which graduates are trained to master practical skills to facilitate exports and trades between companies across state borders.

All HEIs in Indonesia have to implement outcome-based education (as regulated under the *Mendikbud-Ristek*). This is developed with four core aspects: attitudes, knowledge, general skills, and specialised skills. Attitude aspects have been set by the 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. The four core aspects will deliver the graduate profile. This curriculum is entitled by the Ministry as “Independent Campus: Free to Learn (MBKM)” since it promotes higher student mobility and off-campus learning.

## Appraisal:

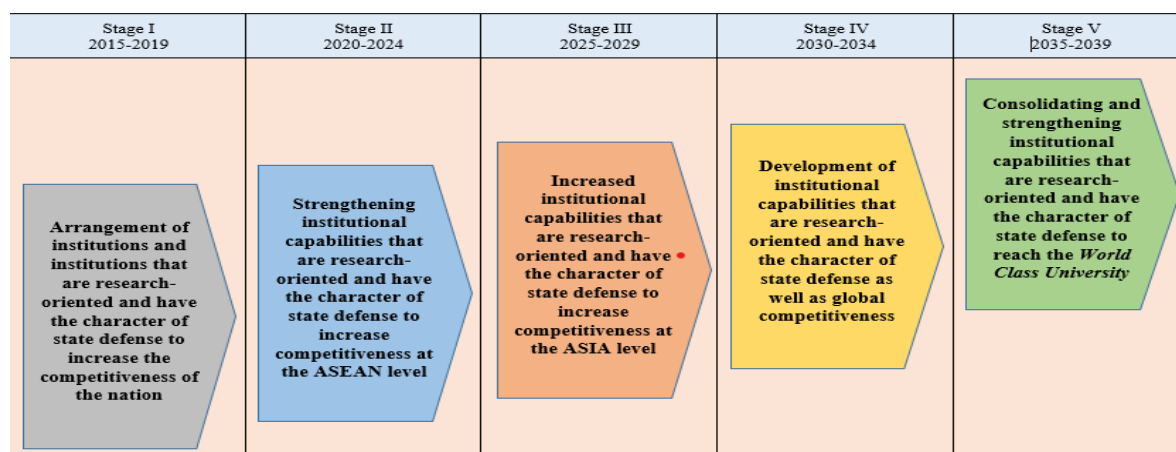
During the online conference, the panel learned from students and alumni that graduates have good chances on the labour market. This confirms that the objectives of the programme at hand meet the expectations of the labour market. The qualification objectives are explained and convincingly presented 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](mailto: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 3: UPNVJT strategic orientation**



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.

BPIR attempts to become a competitive study programme not only at the national level but also international level. It keeps improving the network and cooperation with other institutions, including universities, in Southeast Asia and Latin America. Several BPIR courses are conducted bilingually (in Indonesian and English). Also, BPIR is active in inviting international guest lecturers. In addition, BPIR has been nurturing two academic journals that publish papers from international scholars and include an international advisory board.

### Appraisal:

The programme design of the BPIR takes appropriately into account the required international aspects, with respect, too, to its graduates' employability. Also, the panel acknowledges that in the BPIR curriculum several courses refer to international matters.

However, the panel has the view, that BPIR as an “international” programme should widen its international elements as well as the possibility of studying abroad.<sup>6</sup>

		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 programmes

There are 72 Bachelor programmes of International Relations in Indonesia, out of which seven (public and private) are being offered in East Java province. In Surabaya, UPNVJT is one of three public universities offering this Bachelor programme.

The BPIR is a diverse discipline that enables its graduates to work at any level of a decision-making process, even in the entrepreneurial venture. Within the two competencies (sub-national affairs specialist or local-global issues activist), BPIR graduates could be recruited and work in any industry. With their competencies as sub-national affairs specialists, graduates will have the ability to work as consultants, analysts, researchers, communicators, and bureaucrats / administrators. As with the local-global issues activist competencies, graduates will have the ability to work as social-economic entrepreneurs and social activists. Each competency is embedded with various digitalisation abilities, allowing graduates to work in diverse local and global work fields utilising versatile platforms. Furthermore, the study programme has surveyed and conducted regular meetings with alumni and involved stakeholders to adjust the curriculum and adapt to the Indonesian labour market's needs.

Moreover, the BPIR programme includes an obligatory internship in the fifth semester and offers as an alternative a MBKM internship lasting up to six months. This aims to promote a shift from the studying process to a working environment. The main goal of such internships is to develop the students' abilities to apply their theoretical background in practice.

UPNVJT established the international relations programme in 2011. As stated by UPNVJT's core missions, it seeks “to produce high-quality graduates with state's characteristics (Bela Negara)” as well as “to produce competent and competitive graduates within the potential job markets”. BPIR develops the University's core mission further by incorporating the perspective of a global-local approach. It equips its graduates with analytical and critical thinking skills to find the best alternative and solution to solve global-local issues. Staying true to the UPNVJT Strategic Plan 2020-2024 and its core missions, BPIR prioritises two strategic sectors: Information and Communication Technology (ICT) and Economic Empowerment.

#### Appraisal:

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

<sup>6</sup> See also chapter 3.4 below.

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:

- Accreditation A: The best 40 percent in school,
- Accreditation B: The best 25 percent in school ,
- Accreditation C and others: The best 5 percent in school.

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.

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. It 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 a website (Unduhan – PPMB ([upnjatim.ac.id](http://upnjatim.ac.id)) to provide information to prospective students, with a special dedicated email ([maba@upnjatim.ac.id](mailto:maba@upnjatim.ac.id)) and online helpdesk to address any issue during the admission process. This website provides 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<sup>7</sup>. All public universities in Indonesia must report their admission process and results afterwards. 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<sup>8</sup> 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](http://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

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<sup>7</sup> See „Selection Art. 8“.

<sup>8</sup> 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 BPIR curriculum is designed to attain the BPIR objectives and graduate profile requirements (bureaucrats / administrators, researchers, and activists). The curriculum stresses local-global theoretical knowledge and practical skills while following the national “Independent Campus, Freedom to Learn” standard, which focuses on achieving specific concrete learning outcomes oriented to knowledge, ability, and behaviour. BPIR incorporates the Indonesian Association for International Relations (AIHII) guidance, particularly for the compulsory modules. It also upholds education values such as inclusivity and diversity as reflected in its course contents. BPIR’s learning outcomes classified based on four essential skill categories: 1) attitude 2) knowledge 3) general skills and 4) specialised skills. Emphasis on attitude intends to produce graduates who can uphold humanity, integrity, and state defence on various local-global issues. Emphasis on knowledge aims to produce graduates who can think methodologically and rationally on various local-global problems. Emphasis on general skills is to produce graduates who can master theoretical knowledge of international relations. Lastly, emphasis on specialised skills is meant to produce graduates who can implement practical knowledge of international relations.

**Table 4: Overview of the four skill categories**

Attitude	Knowledge
Being able to show a pious attitude toward God Almighty and able to show religious attitudes	Being able to demonstrate an understanding of the methodology of International Relations in political, economic, and socio-cultural aspects
Being able to uphold humanity and ethics in carrying out their duties based upon their religious values, morals, and ethics.	Being able to master the dynamics of issues, actors, and the process of international relations
Being able to uphold academic values, norms, and ethics	General Skills
Being able to uphold a high level of integrity and a solid commitment toward the learning process	Being able to master the theoretical foundations of International Relations which are needed to become academics and practitioners of International Relations
Being able to act as well-behaving citizens who are proud of their homelands and are willing to support world peace	Being able to master the concepts of International Relations which are needed to become academics and practitioners of International Relations
Being able to coordinate and collaborate and have social sensitivity and high concern for the community and the surrounding environment	Being able to communicate and collaborate with the public in the fields of international political security, international political economy, and the field of glocalization
Being able to appreciate the diversity of cultures, views, beliefs, and religions as well as the original opinions and/or the findings of others	Specialised Skills
Being able to show a responsible attitude towards work in their field of expertise	Being able to apply the theory of International Relations in solving problems of international political security,

The regular curriculum comprises in eight semesters 59 courses out of which 42 courses are obligatory and 17 are elective ones. In addition, during the sixth semester students absolve Community Engagements and a regular internship. Instead, they can opt for a MBKM

internship lasting up to six months replacing up to elective courses in the 6<sup>th</sup> semester<sup>9</sup>. The obligatory courses cover inter alia the fields of religions, Pancasila, advertising, English I and II, international relations, political science, natural science, social statistics, economics, civics, social and political system of Indonesia, international organisations, state defence, diplomacy, international security, international law, globalisation, international business, foreign policy analysis, entrepreneurship, para-diplomacy, Indonesian foreign policy. The elective courses add subjects, such as International tourism and creative economy, export-import, gender and sexuality in the global politics, European Studies, Middle East and North African Area Studies, Asia-Pacific Area Studies, Chinese I and II language courses.

**Table 5: Curriculum Overview**

1 <sup>st</sup> Semester								
Module No.	Title of Module / Course Unit	ECTS Credit Points per Semester						
		1.	2.	3.	4.	5.	6.	7.
UV191111	English I	3,22						
FS191204	Basics of Social and Cultural Science	4,83						
UV191101	Religion	4,83						
HI191302	Introduction to International Relations	4,83						
FS191203	Introduction to Political Science	4,83						
UV191107	Pancasila	4,83						
FS191205	Basic of Natural Science	4,83						
2 <sup>nd</sup> Semester								
UV191109	Bahasa Indonesia		4,83					
UV191112	English II		3,22					
FS191201	Introduction to Social Statistics		4,83					
UV191108	Civics		4,83					
HI191308	Introduction to Economics		3,22					
HI191315	Introduction to Peace and Security Studies		3,22					
HI191320	Social & Political System in Indonesia		3,22					
HI191303	Theories of International Relations		4,83					
3 <sup>rd</sup> Semester								
FS191202	Social Science Method			4,83				
HI191306	International Organisations			4,83				
UV191110	Education of State Defense			4,83				
HI191310	Diplomacy			4,83				
HI191307	Politics of International Security			4,83				
HI191314	Globalisation			4,83				

<sup>9</sup> For more explanation see below chapter 3.2.

HI191304	International Law			4,83				
HI191305	International Political Economy			4,83				
	<b>4<sup>th</sup> Semester</b>							
HI191317	Regionalism			4,83				
HI191312	International Business			4,83				
HI191318	Foreign Policy Analysis			4,83				
UV191114	Entrepreneurship			4,83				
HI191311	Paradiplomacy			4,83				
HI191319	Human Security			4,83				
HI191301	Indonesian Foreign Policy			4,83				
HI191322	Information Society and Global Networking			4,83				
	<b>5<sup>th</sup> Semester</b>							
UV191113	Leadership				4,83			
HI191321	Global Conflict Resolution				4,83			
HI191313	Southeast Asian Studies				4,83			
HI191309	International Relations Seminar (Research Project)				4,83			
HI191323	Social Movement and Global Politics				4,83			
HI191340	Sustainable Development				4,83			
HI191324	Strategy and Community Engagement				4,83			
HI191325	Alternative Political Thoughts				4,83			
	<b>6<sup>th</sup> Semester</b>							
UV191115	Community Engagements / Service					3,22		
FS191201	Internship					3,22		
	<b>Elective Courses</b>							
HI191412	International Tourism & Creative Economy (internship)					4,83		
HI191407	Local and Global Aspects of Terrorism					4,83		
HI191405	Gender and Sexuality in the Global Politics					4,83		
HI191413	Export-Import (internship)					3,22		
HI191404	Cosmopolitanism and Local Culture					4,83		
HI191409	Transnational Crimes					4,83		
HI191406	Minorities and National Integration					4,83		
HI191416	European Studies (internship)					4,83		
HI191417	Middle East & North African Area Studies (internship)					4,83		

HI191418	Asia-Pacific Area Studies (internship)							4,83	
HI191408	Global Production Network & National Innovation System (internship)							4,83	
HI191411	Genius Weapons and Cyber Security							4,83	
HI191410	Aid and International Cooperation (internship)							4,83	
HI191421	Sport and Global Politics							4,83	
HI191420	Pop Culture and Global Politics							4,83	
HI191401	Chinese Language I							3,22	
HI191402	Chinese Language II							3,22	
	7 <sup>th</sup> /8 <sup>th</sup> Semester								
HI191301	Undergraduate Thesis								9,66

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 fourth semester. Students are able to register to courses outside their discipline. The programme coordinator curates and selects several courses which can also be taken. Those courses are recognised as elective courses under the BPIR curriculum.

In Indonesia, the name of a study programme is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek). The official programme name of BPIR is "Program Studi Hubungan Internasional" which means "International Relations Study Programme". Referring to the decree, BPIR falls under the category of social sciences. Therefore, graduates are awarded the degree Bachelor of Sciences (Sarjana Ilmu Sosial/S.Sos).

According to the UPNVJT, the students must master both academic competencies and practical skills accentuating values of inclusivity and diversity on various local-global issues. By implementing the "Independent Campus, Freedom to Learn" model, BPIR integrates theory and practice in most of its courses. The programme aims to prepare students for their future professions with skills that transcend local-global issues through its curriculum.

**Table 6: Integration of theory and practice: sample of courses**

Skills	Practical Objectives	Sample of Courses
Skills for practical policy recommendation	Being able to provide practical solutions to various local-global issues	Diplomacy, Paradiplomacy, Global Conflict Resolutions, International Tourism and Creative Economy
Skills of research	Being able to conduct innovative research, community service and expand the development of local-global understanding.	Sports and Global Politics, Pop Culture and Global Politics, Genius Weapons and Cyber Security
Skills of bottom-up advocacy	Being able to motivate and create initiative, solution, and alternative to improve and promote local-global wellbeing.	Minorities and National Integration, Strategy and Community Engagement

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 mostly not mentioned in the course descriptions.

According to the UPNVJT<sup>10</sup>, interdisciplinary thinking is a core element for every international relations study. All courses in BPIR are designed to provide students with the capacity to observe and analyse global-local issues from interdisciplinary perspectives to produce the best possible solutions by understanding each perspective's strengths and weaknesses. Three areas shape BPIR's interdisciplinary curriculum: international political security, international political economy, and globalization. BPIR academic journals Global & Policy, WIMAYA, and Jourasic reflect its commitments to the interdisciplinary approach. In addition, various "Independent Campus, Freedom to Learn" schemes encourage students to take relevant courses in other faculties or other public universities in Indonesia and globally through student exchange programmes with universities under the existing MoUs<sup>11</sup>.

As far as ethical aspects are concerned, UPNVJT starts ethics learning from the first semester onwards with compulsory courses such as Civics, Leadership and Education of State Defence Courses as well as Pancasila. UPNVJT has policy, regulation, and organisation to guard these ethical aspects. Moreover, BPIR provides several courses for its students, following the national and university guidelines, to adapt to the dynamics of public's and stakeholders' ethical demands. Ethics on academic writing are covered in the Social Science Method and International Relations Seminar (Research Project). Lecturers and staff set examples of how ethics are followed in daily lives. Therefore, students become accustomed to seeing, feeling, and practicing ethics. Ethical aspects that are introduced towards students are both academic and non-academic. In regard of the final thesis, students must submit their work in Turnitin 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.

BPIR designs its compulsory courses to help students to implement international relations theories and practices. Most BPIR courses employ problem-based learning methods, while several utilise project-based learning methods (e.g., entrepreneurship, leadership, community engagement, internship, export-import). Both methods encourage student's inquiry and autonomy. Inquiry is an educational technique that encourages students to develop, investigate, and answer questions to study and apply academic information. The critical difference between problem-based learning and project-based learning lies in the outcome. Project-based learning leads students and teachers toward the completed project. Problem-based learning leads the teachers and students to problem identification and a solution.

Students' examinations in BPIR follow the Rector's Academic Regulation for Undergraduate Education<sup>12</sup>. Moreover, BPIR has guidelines explaining the technical and substantial requirements of the final thesis, as well as its assessment. Students must produce in six months a minimum of a 7.000-word research report (thesis) during their final semester. 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).

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<sup>10</sup> See SER p. 12

<sup>11</sup> See below chapter 4.3.

<sup>12</sup> As of 9/2020, see Art. 28 to 30.

They are characterised by a wide variety of test formats (observation, projects, written exam and / or oral exam).<sup>13</sup>

The final thesis could be elaborated as a research report (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 panel is convinced that 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.

There is evidence that the programme qualifies students for interdisciplinary thinking. The panel also welcomes that students can opt for choosing courses from other faculties or even from other universities.

The panel recognises 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

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<sup>13</sup> See Rector's Regulation for Undergraduate Education (9/2020/), Art. 29.



Education” and in addition in specific BPIR guidelines, 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.

	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 credit = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	42 obligatory; 17 elective courses
Time required for processing the final thesis and awarded CP	Six months 10 ECTS credits
Number of contact hours	3696 h

The BPIR programme comprises eight semesters. BPIR students must take a minimum of 144 sks credits and a maximum of 160 credits to be able to graduate from International Relations. 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 credit= 170 mins X 14 weeks = 2380 minutes (39.7 hours). 1 ECTS credit equals between 25 and 30 hours.

**Table 7: SKS credits to ECTS credits conversion**

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

The curriculum consists of 42 mandatory courses and 17 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 1<sup>st</sup> to 5<sup>th</sup> semesters. Elective courses can be taken from BPIR and other faculties and universities which support the programme learning outcomes. Furthermore, towards the end of their study (starting on the 6<sup>th</sup> semester), students must complete non-lecture courses such as community service, internship, and thesis (10 ECTS credits).

The 2020 “Independent campus: free to learn” curriculum offers more programme compulsory courses and competence-based courses compared to the 2019 curriculum. Students choose as many courses as they need to reach the minimum of 144 sks credits which might sum up to about six to eight electives. It also offers the possibility to students to absolve a longer internship up to six months with a workload up to 20 sks / 32 ECTS credits<sup>14</sup>. This means students can choose between a regular internship (1 month) and up to 6 months internship in various institutions and companies (MBKM).

When commenting on the report at hand the Study Programme Director of BPIR 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 BPIR presented in particular a modified curriculum that shows seven courses of the 6<sup>th</sup> semesters (elective courses only) as marked for a possible conversion (internship instead of certain courses)<sup>15</sup>, saying that the learning outcomes of these courses can be covered by an MBKM internship. Also, the University added modified Academic Guidelines addressing the courses that can be replaced by the internship.

As of October 2021, BPIR is still in progress for signing an MoU with an institution located in Jakarta, the Commission for the Supervision of Business Competition of the Republic of Indonesia (KPPU). Should a student choose to take an MBKM internship, the total 20 sks credits of the MBKM internship will be replacing up to seven relevant elective courses, as follows: 1. International Tourism & Creative Economy (3 credits / SKS) 2. Export-Import (2 credits / SKS) 3. European Studies (3 credits / SKS) 4. Middle East & North African Studies (3 credits / SKS) 5. Asia-Pacific Studies (3 credits / SKS) 6. Global Production Network & National Innovation System (3 credits / SKS) 7. Aid and International Cooperation (3 credits / SKS). The seven courses are chosen based on the suitability of learning outcomes (i.e., requirements). The courses also fit two essential criteria: conceptual suitability and practical usefulness suitability. Specifically, to KPPU as the host institution for the MBKM internship, the area studies courses (i.e., European Area Studies, Middle East & North African Area

<sup>14</sup> 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.”

<sup>15</sup> See curriculum above chapter 3.1.

Studies, and Asia-Pacific Area Studies) fit the conceptual suitability in relations to international trade and investments. Countries such as the Netherlands, Italy, Germany, Japan, South Korea, Mexico, and Australia are important trading partners for Indonesia. Middle East & North African countries, particularly Saudi Arabia, has a close relation with Indonesia for the religious tourism or pilgrimage (i.e., Hajj and Umrah). In addition, the learning outcomes for the other courses (i.e., International Tourism & Creative Economy, Export-Import, Global Production Network & National Innovation System, and Aid and International Cooperation) can be achieved by fieldwork internship experiences at the KPPU.

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), forms of mid-term and final exams, and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (English or bi-lingual Indonesian-English) is mentioned. In addition, the Academic Guidelines contain short content descriptions of each course at a generic level.<sup>16</sup> 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.<sup>17</sup>

Generally, students can study a period abroad<sup>18</sup>, 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 BPIR curriculum<sup>19</sup>.

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

**Table 8: 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.

<sup>16</sup> See p. 83 ff.

<sup>17</sup> See Art. 28, 29 and 30.

<sup>18</sup> See Academic Regulation for Undergraduate Education Art 42 ff.

<sup>19</sup> See Academic Regulation Art 31, 32.

The above-mentioned study and exam regulations are legally binding, 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 students 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 dropout rates. The student feedback sheets do not include questions on course workload.

UPNVJT and BPIR do not discriminate against students regardless of their religion/faith, gender, ethnicity, and socio-economic status. There have been diverse pathways of admission as mentioned earlier (i.e., SNMPTN, SBMPTN and SM). Government and private institutions also offer various scholarship schemes for students with economic limitations. Students 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.

Gender equality is embedded in UPNVJT's institutional culture and principles, and at present, about 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.

Those pathways are compliant with the national standard to ensure that students from diverse backgrounds have an equal opportunity for higher education. There has been a growing number of female students admitted over the last five years. In 2016, female students' admission to the BPIR was 45 %, and it has since grown to 68 % in 2020<sup>20</sup>. There is also a growing number of non-Moslem students and Eastern Indonesian students. BPIR embraces diversity and inclusivity as its core globalisation values. BPIR also offers courses to support its globalisation emphasis (e.g., Gender and Sexuality in the Global Politics, Cosmopolitanism and Local Culture, and Minorities and National Integration).

## 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.

The panel has the view that both types of possible internships have adequately been integrated into the curriculum. The BPIR plausibly explains that the learning outcomes of the seven above mentioned elective courses will be covered by an MBKM internship organised by the KPPU. Also the regulation in the newly modified Academic Guidelines underlines the correspondence between the chosen elective courses and the MBKM internship in terms of the learning outcomes which is important for the students. It is BPIR's responsibility to put this concept into effect.

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<sup>20</sup> See also above the statistics in chapter "Information".

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 or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy 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)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

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 BPIR, it focuses upon (student centred learning (SCL)<sup>21</sup> with various teaching methods, such as case-studies (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 used. Problem-based learning and project-based learning are part of student-centred and interactive learning. Also, BPIR promotes

<sup>21</sup> See SER p. 15

active involvement of its students in society through various off-campus activities (e.g., student exchange, internship, teaching assistance, research, humanitarian project, entrepreneurial activities, independent project, and community service programs). In response to the Covid-19 pandemic, the UPNVJT has also provided a distance learning platform.. The panel took the opportunity during the online conference to get access to the ILMU platform.

Course materials in BPIR 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. Lecturers must provide the syllabus before the beginning of every class and hand them to the students at the first meeting of the courses (also accessible on BPIR website). Generally, lecturers provide a set of compulsory and recommended readings and upload the materials on the e-learning platform. Students stored assignments and delivered exams in this ILMU-portal while lecturers could deliver feedback. There is a video conference technology where online lectures could be organised in real time.

The BPIR strives to invite as many guest lecturers as possible. Their presence can augment BPIR's internationality in its globalisation aspects. Each semester BPIR welcomes several international experts with diverse backgrounds into their classes. They range from university professors to practitioners (i.e., bureaucrats and activists) through Policy Talks and Global Classrooms. They came from Malaysia, USA, Japan, The Netherlands, China, Taiwan, Mexico, Thailand, and Indonesia.

### 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 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

BPIR promotes international content and intercultural aspects within its curriculum. International relations are part of social science dealing with issues and relations across boundaries of nation-states. BPIR students are introduced to the events, culture, and social phenomena happening locally and internationally. According to UPNVJT, about 90 % of BPIR reading materials are in English. Several courses (e.g., European Area Studies, Asia-Pacific Area Studies) are given entirely in English as designated international classes. As mentioned above, several courses deal with international subjects such as International Relations, International Organisations, International Law, and International Political Economy. BPIR invites various guest lecturers from different countries. Today, all classes rely on information and communication technology in multiple aspects, including online learning platforms. BPIR also encourages students and lecturers to participate in various international agendas, such as international conferences and seminars, and international competitions.

BPIR has no international students, and therefore, the students are all Indonesians. However, BPIR exposes students to different cultures by establishing a student mobility exchange programme. However, the number of outgoing students is extremely low.

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. BPIR 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.

While currently BPIR does not have any lecturers from foreign countries, there are several internationalisation efforts that have been initiated, in particular inviting international scholars to give keynote speeches, as guest lecturers and for advising on the curriculum (as mentioned above). Also, some lecturers have international experience as postgraduates (Master's and Doctorate) from Japan (Waseda University), Australia (University of Sydney), and the Netherlands (Wageningen University and the University of Groningen). All lecturers have numerous experiences in delivering scientific presentations in international conferences, conducting research collaboration, and receiving research grants from international institutions.

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](http://io.upnjatim.ac.id)).

### 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.

As the composition of the student body is not international and also the number of outgoing students is very low the panel recommends intensifying the student exchange with universities abroad.

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 to a large extent 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:

- Inter-faculties and inter-universities courses: Starting from the 5<sup>th</sup> 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 6<sup>th</sup> semester where students work in remote villages consisting of teams from other study programmes in UPNVJT;
- Some students spend their internship period working for foreign embassies and consulates, enhancing their skills to work in an international environment. Students are also required to partake in a mandatory community service programme that allows them to further practice various social skills and at the same time, cultivate their compassion towards others.

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. This is also underlined by dealing with different subjects such as international law, economics, social statistics, and others within the curriculum.

	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, to continuously improve the students' capacities for the job market, BPIR works with alumni to enhance the curriculum. As BPIR maintains close relationships with its past graduates, the alumni can expose the fresh graduates to job opportunities. Also to support their alumni, BPIR holds a tracer study every year by giving questionnaires to alumni. BPIR has its own laboratory (LABIRIN) that helps students to practice on their professionalism. The programme, through LABIRIN, also provides a Professional Certification Agency of Export Operators. This certification will equip and further prepare students in the employment market.

As mentioned above, the regular internship practice requires that every student absolves a compulsory curricular internship. It is carried out within one month. Also, in terms of increasing the students' employability, BPIR has secured mutual cooperation with several companies to offer students up to six months internship programmes. 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.

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		

## 4 Academic environment and framework conditions

### 4.1 Faculty

BPIR currently has 19 full time lecturers with minimum academic qualifications of Master's degree in International Relations or relevant subject fields. Further details are as follows:

**Table 9: Overview of the teaching staff**

	<b>Faculty members</b>
Professor	-
Doctors	2
Doctoral students	4
Masters	13
<b>Total full-time lecturers</b>	<b>19</b>

On average, each lecturer teaches between 10 and 15 (ECTS) credits per semester. Lecturers are appointed by the government or the management body of the University.<sup>22</sup> The minimum qualification for lecturers in BPIR is a Master degree. Two faculty members hold Doctoral qualifications and currently four faculty members are in the process of obtaining their Doctoral degree. Several faculty members graduated from universities abroad: Sydney, Australian National University, Wageningen University and University of Groningen (both The Netherlands), Waseda University (Japan) and Chulalongkorn University (Thailand). The remaining faculty members obtained their Master and Doctoral degrees from universities in Indonesia.

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education<sup>23</sup>. Besides 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 BPIR shows that all courses of the BPIR curriculum are covered.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). Six BPIR faculty members hold this national certification. 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. Most of the BPIR lecturers have completed at least a foundational teaching certification. There are eight out of 19 (42 %) BPIR lecturers who have passed Instructional Quality training. Six other lecturers have been given Applied Approach training. To improve the academic competence of the BPIR lecturers, the UPNVJT also gives some financial support for lecturers to attend national and international conferences, workshops, and further education.

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<sup>22</sup> See Art. 69, 70 of the Law number 12, 2012 on Higher Education.

<sup>23</sup> See Art 34

In general lecturers do not have practical experience in business or institutions. One lecturer of the BPIR team has experience as an importer.

Several lecturers motivate students to apply for creativity grant programmes for students. Faculty members are expected to cooperate with each other. Internal meetings are being held twice per semester, making up for a minimum of three faculty meetings per year. Lecturers also come together at academic conferences and international collaboration projects. 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, which also promotes cooperation between lecturers.

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.

Each student has an academic supervisor assigned by the faculty<sup>24</sup>. 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:

- To guide students in planning his/her study and give consideration to the courses to be taken;
- To approve study plan cards through the online system SIDOS;
- To give insights and guidance about the number of credits to be taken;
- To follow the development of students;
- To help find solutions for students if the academic problems persist.

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. In addition to their role as academic advisors, BPIR lecturers also assist the students in making proposals for their creativity programme grants and various forms of academic and non-academic competitions (i.e., multidisciplinary debates, scientific papers, conferences, entrepreneurship, and sports competition, etc.). The BPIR provides financial support for the student to improve their achievement and provide prize money for the student who excels at the national and international levels.

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

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<sup>24</sup> See Academic Regulation for Undergraduate Education Art 35 I

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 lecturers, guarantees that academic standards are fully satisfied. As far as practical experience of faculty is concerned there is just one lecturer who has practical business experience which is not sufficient. The panel recommends including more practitioners who can augment practical experience for better combining theory and practice.

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 or a foundational 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 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

BPIR is managed and organised by the programme director, 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 director tasks include:

- to coordinate lecturers for every course available each semester,
- to determine the supervisors for final year students,
- to evaluate students study timetables,
- to coordinate the designing and making course syllabi,
- to execute strategic plans which are informed by the faculty's strategic visions.

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 is supported by the head of general affairs, head of education and teaching affairs, and head of finance. In addition to that, each study programme is supported by its own administrative staff. Three additional administrative staff members have been assigned to BPIR. 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. The administration staff receives a scheduled practical training to meet a good governance university.

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 welcomed 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.

UPNVJT established cooperation and partnership by signing several Memoranda of Understanding (MoUs) with universities and other academic institutions (e.g., language and cultural learning centres) from Indonesia and other countries. BPIR has then actively created and implemented various academic exchange programmes to support the existing MoUs, particularly those with educational significance to the international relations discipline. In addition to the existing MoUs at the university level, BPIR also continues to pursue department-to-department-level cooperation.

**Table 10: Examples of cooperations with HEIs and other networks**

Type	Year	Institutions
MoU with HEIs	2020	Faculty of Law & International Relations, Universiti Sultan Zainal Abidin (Malaysia)
	(In-talks 2021)	Department of Filipino Studies; Department of Political Sciences; Department of International Studies, College of Liberal Arts, De La Salle University (The Philippine)
	(In-talks 2021)	Research Institute for Languages and Cultures of Asia, Mahidol University (Thailand)
Other Networking	2020	ASEAN-Japan Center, Tokyo (research institute)

The BPIR also has academic collaborations outside the existing MoUs with international scholars from universities (e.g., American University in Cairo (Egypt), Yale University (USA), Universidad Anáhuac Querétaro (Mexico), Waseda University (Japan), Kyorin University (Japan), University of Yangon (Myanmar), De La Salle University (Philippines), Mahidol University (Thailand), Ramkhamhaeng University (Thailand), University of Phayao (Thailand)). Most individual academic collaborations are coordinated as online guest lecture series (as part of the Laboratory and Inventory of International Relations' research activities), joint research or research consortiums, and academic journal partnerships.

In promoting its globalisation-centred approach, the BPIR also strengthens academic collaborations with local governments, NGOs, and civil-society organisations.

**Table 11: Examples of cooperations with business enterprises and other organisations**

Type	Year	Institutions
MoU with other Institutions	2016	Foreign Policy Community of Indonesia (civil-society organization)
	2017	Local Government of Trenggalek Regency
Other Networking	2020	The Gusdurian Network (civil-society organization) (IROFONIC)
	2020	Asia Indigenous People Pact (civil-society organization) (IROFONIC)

## 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<sup>25</sup>.

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. There is also the language centre and health clinic.

<sup>25</sup> See self-evaluation report pp. 22 f.



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 volley-ball courts, an international standard 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 1<sup>st</sup> 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 7am to 6pm 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 international relations 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. Collaborate 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.

BPIR holds alumni meetings and excursions once a year. Alumni also share working experiences, their knowledge, and skills with their younger counterparts. Overall, there are two mediums for the alumni to contribute to BPIR's development:

- Alumni Talks and Networking: Alumni express their opinions and recommendations as they directly interact with the faculty members and enrolling students. BPIR uses online questionnaires as a supplementary mechanism to receive inputs.
- Alumni Engagement in Co-designing Curriculum: On special occasions, alumni are invited to collaborate with lecturers to provide advice and recommendation related to their expertise in enhancing the BPIR curriculum's feasibility with future demands.

As mentioned above<sup>26</sup> 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.

<sup>26</sup> See Chapter 4.2.

	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.

The University holds control over BPIR's financing mechanism. The budget allocation follows the ratio of the number of students in each year. BPIR drafts and submits a budget proposal to the University through the Faculty of Social and Political Sciences.

### Appraisal:

The panel is convinced that 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

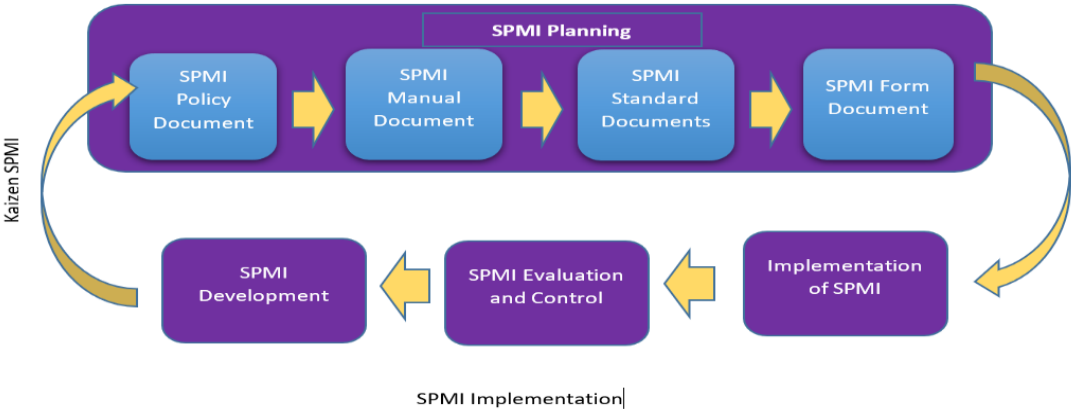
As mandated in Article 53 of the “Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education”, the Higher Education Quality Assurance System (SPM Dikti) consists of the **Internal** Quality Assurance System (SPMI), developed by the university and the **External** Quality Assurance 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 UPN VJT. UPNVJT also implemented ISO 9001: 2015, which is being reviewed yearly. The following graph shows the Internal Quality Assurance (SPMI) process in UPNVJT:

**Table 12: 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<sup>27</sup>. This survey is posted in the UPNVJT online

<sup>27</sup> 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 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, BPIR also implements a students' perception survey to gain more profound inputs from the students.

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.

BPIR's alumni are currently working in various sectors (i.e., governments, private companies, education, and entrepreneurs). UPNVJT requires all study programmes to conduct a tracer study for alumni. Therefore, BPIR periodically conducts a tracer study to collect data of the alumni after graduation. The tracer study provides essential information for BPIR curriculum development to maintain BPIR graduate competitiveness in job market, as presented in section 4.5.2. In addition to the tracer study, BPIR facilitates a virtual forum (e.g., social media) with alumni.

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, BPIR also publishes its own students' guide specifically for BPIR students (<http://hubint.upnjatim.ac.id>).

Information on the academic calendar and all activities during the academic year can be accessed online ([Sistem Informasi Akademik \(SIAMIK\) \(upnjatim.ac.id\)](http://sistem.informasi.akademik.upnjatim.ac.id)). Also, it is distributed and posted regularly in the specifically designed WhatsApp Group for Alumni and Students Association's Instagram Account.

## 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 have the possibility per semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to improve in the following semester. However, students do not participate in the respective committees to plan and assess the 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 by alumni is conducted 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: International Relations

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
Criterion)					
3.1.7* Examination and final thesis (Asterisk Criterion)			X		
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty				X	
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of			X		



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
faculty (Asterisk Criterion)					
4.1.4				X	
4.1.5*			X		
4.1.6*		X			
4.1.7( *)					X
4.2 Programme management					
4.2.1*			X		
4.2.2		X			
4.3 Cooperation and partnerships					
4.3.1( *)			X		
4.3.2( *)			X		
4.4 Facilities and equipment					
4.4.1*			X		
4.4.2*			X		
4.5 Additional services					
4.5.1			X		
4.5.2			X		
4.6*			X		
<b>5 Quality assurance and documentation</b>					
5.1*			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	Criterion)					
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		