

Panel Recommendation to the FIBAA Accreditation and Certification Committee

4th Meeting on November 26, 2021



PROGRAMME ACCREDITATION

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

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

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

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

Condition:

The University

- a) integrates both types of internships with different numbers of credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for the MBKM internship with up to 20 sks credits will be reached (see chapter 3.2).

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

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

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

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

Bachelor study programme:

Development Economics

Qualification awarded on completion:

Bachelor of Development Economics

General Information on the study programme

Brief description of the study programme:

The Bachelor programme Development Economics (BDE) offers within four years (8 semesters) a broad training of this discipline with concentration studies focusing on Monetary Economics and Banking, Regional/City Development Planning, and Investment and International Trade. The aimed graduate's profiles of BDE are: (1) Professional economists: experts in government agencies, government employees, and LSM activists in economics, banking, academic lecturers, researchers; (2) Professional economic analysts in stock exchange, banking financial analyst, public policy analyst, government employee; (3) Practitioners as planning expert or expert in import-export, international trade, government agency, banking, investment; (4) Entrepreneurs in services, trade, and creative industries. The knowledge of English is required. Graduates reach the degree "Bachelor of Development Economics".

Type of study programme:

Bachelor programme

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

4 years (230 to 256 ECTS credits / 144 to 160 sks credits)

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

180 study places

Programme cycle starts in:

November

Initial start of the programme:

1974

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: Development Economics 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 panel¹ 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

¹ 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 the video conferencing tool Zoom. The same cluster included an appraisal of the following Bachelor programmes: Communication Science, International Relations, Public Administration, Law, Visual Communication Design. At the end of the online conference the panel gave short feedback on its first impressions to representatives of the HEI.

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

Summary

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

The panel members identified need for improvement regarding the following aspects: both types of possible internships must be adequately integrated into the curriculum (see chapter 3.2).² They recommend the accreditation on condition of meeting the following requirement:

Condition:

The University

- a) integrates both types of internships with different numbers of credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for the MBKM internship with up to 20 sks credits will be reached (see chapter 3.2).

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

The quality requirement that has not been fulfilled,

- Internationality of faculty (see chapter 3.4)

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

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

- Intensifying the preparation of English language skills by additional courses (see chapter 2.5),
- Including more courses related to “Development” into the BDE programme by adding in particular elective courses (see chapter 3.1),
- Inviting more international guest lecturers to widen especially the international “Development” aspect as part of the programme (see chapter 3.3),
- Integrating lecturers from abroad as permanent staff (see chapter 3.4),
- Including more training of the English language (see chapter 3.4),
- More intensively involving students in processes of assessing quality assurance and development outcomes (see chapter 5.1).

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

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

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

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

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Information

Information on the Institution

The Universitas Pembangunan Nasional “Veteran” Java Timur (UPNVJT) started in 1959 as the Academy of Administration “Veteran” Surabaya and, until 2014, was a private university under the Ministry of Defence of the Republic of Indonesia. UPNVJT changed its status legally as a state/public university from October 6th, 2014. UPNVJT has more than 13,000 students and offers 28 study programmes under seven faculties (Faculty of Economics and Business; Faculty of Engineering; Faculty of Architecture and Design; Faculty of Law; Faculty of Computer Science; Faculty of Agriculture; Faculty of Social and Political Sciences). The Faculty of Economics and Business takes the responsibility for the Bachelor programme Development Economics (BDE).

UPNVJT’s vision is to become the leading university with *Bela Negara* or State Defence characters³. 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)⁴ 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, joint-teaching and hosting international students. UPNVJT has permanent cooperation with

³ 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.

⁴ 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.

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 Development Economics (BDE) was established in 1974 under the Faculty of Economics and Business. Since its establishment, BDE has been attracting a large number of students each year.

Table 1: Statistical data

Bachelor of Development Economics Program:					
		2017	2018	2019	2020
Study Places		180	180	180	200
# Applicants	Σ	1274	2458	1067	1777
	f	806	1599	622	1127
	m	468	859	445	650
Application rate		707,78%	1365,56%	592,78%	888,50%
# First-Year Student	Σ	173	163	171	187
	f	100	95	106	129
	m	73	68	64	58
Rate of female students		57,80%	58,28%	61,99%	68,98%
# Foreign Students	Σ	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		96,11%	90,56%	95,00%	93,50%
# Graduates	Σ	29	119	110	27
Average duration of study		3,68	3,65	3,55	3,88
Average grade of final degree		3,55	3,45	3,55	3,43

BDE gained an “A” status, the highest national accreditation status by the BAN-PT / National Accreditation Board. The previous recommendation from the last cycle of national accreditation suggested to recruit more lecturers to meet an adequate students – lecturers ratio. As a result of that, BDE recruited five new lecturers with a minimum of post-graduate degree (Master degree) as well as renovated the laboratories to support the students’ practical needs.

BDE constantly evaluates its curriculum by regularly inviting alumni, stakeholders, and education consultants. Since 2020 BDE has redesigned its programme and introduced concentration studies which focuses on Monetary Economics and Banking, Regional/City

Development Planning, Investment, and International Trade. Course material is specifically focused on developing these areas. This change was mandated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek) which recommended higher education institutions in Indonesia refreshing their curriculum to meet the national and global demands by offering more elective and multi-disciplinary courses as well as increasing its strategic partnership with other institutions. Such an approach is entitled as “Independent Campus, Freedom to Learn” curriculum.

According to UPNVJT, the average drop-out rate of BDE comes to 3 % per year, based on the calculation that Bachelor students are allowed to study up to 14 semesters. Therefore, dropout rates are determined after the end of seven years.

Appraisal:

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

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The BDE 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 within eight semesters a minimum of 144 sks credits or a maximum of 160 sks⁵ credits before graduating with a Bachelor of Development Economics. Learning outcomes are designed in compliance with professional associations, the National Qualification Framework (KKNI), and national accreditation bodies while also accommodating stakeholders' inputs. By using the standard KKNI curriculum, BDE graduates are expected to be:

- 1) Mastering the theoretical concepts of certain fields of science.
- 2) Able to apply their expertise and utilize science, technology, and art for problem-solving in their fields.
- 3) Able to make the right decisions based on analysis of information and data, and able to guide in choosing various alternative solutions independently and in groups.
- 4) Responsible for their work.

The programme is addressed especially to the professional profile of planners in the field of economic development so that they can contribute to the creation of community welfare, producing graduates with professional banking insight to answer the development of banking problems in Indonesia and globally. The website of the BDE programme can be accessed digitally through <http://ekbang.upnjatim.ac.id/>

BDE objectives are described as follows:

- Produce graduates who are competent, competitive, and have the character of defending the country.
- Produce quality research that is efficient for improving the welfare of the community.
- Realize community service activities based on research and local wisdom.
- Develop good and clean governance to achieve budget management accountability.
- Produce superior quality human resources in attitudes and values, performance, mastery of knowledge, and management.
- Develop institutional cooperation with domestic and foreign stakeholders.

The aimed graduate's profiles of BDE are as follows:

- 1) Professional economists: experts in government agencies, government employees, and LSM activists in economics, banking, academic lecturers, researchers,
- 2) Professional economic analysts in stock exchange, banking financial analyst, public policy analyst, government employee,
- 3) Practitioners as planning expert or expert in import-export, international trade, government agency, banking, investment,
- 4) Entrepreneurs in services, trade, and creative industries.

⁵ This Indonesian credit system will be explained in Chapter 3.2.

The learning outcomes of BDE are focused upon four aspects: attitudes, knowledge, general skills, and specialised skills. Attitude aspects have been set by the National Education Framework of Indonesia (KKNl), while general skills have been formulated by the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Knowledge and specialised skills are determined by the HEI, while also being informed by the stakeholders, professional associations, and education consultants. BDE’s teaching methods mostly use student-centred learning (SCL) where students are expected to master both critical and reflective understanding of economic, banking, investment, and international trade practices in local, national, and international contexts. BDE offers three competencies/specialized areas:

- Monetary economics and banking,
- Regional/City Development Planning, and
- International Investment and Trade.

The student learning process is supported by seven well-equipped laboratories: statistical data, investment, capital markets, development planning, econometrics, quantitative data analysis and investment gallery. Starting in 2016, BDE also offers a national certification for students: Import-export. Students can take a certification in their final year and graduate as a Bachelor in Development Economics (S.E) while also holding national certification for Import Export Sales.

Appraisal:

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

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

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

Indonesia is a multicultural country with 274 million inhabitants on more than 17,500 islands and with different religious orientations. As shown in the strategic diagram below, UPNVJT strives to increase its competitiveness at the ASEAN level (South-East Asia regions) by 2024. Therefore, the University actively engages in the international academic community in various aspects: teaching, research, and community service. This engagement is coordinated under the International Office and Executive Secretary (io.upnjatim.ac.id). In the

teaching aspect, the University in general supports joint-teaching with partner universities, welcoming international students, and other international programmes (student exchange, cultural exchanges, and students' international competitions). In the research aspects, UPNVJT supports international joint-research, organising international academic conferences, and other research-based activities.

Table 2: UPNVJT strategic orientation

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

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.

According to UPNVJT⁶, BDE designs an internationally oriented curriculum by expanding international academic cooperation; by using global issues as case studies in lectures; by using international literature; and by increasing the number of research and publications in reputable international journals.

Appraisal:

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

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

⁶ See SER p. 5.

1.3 Positioning of the study programmes

BDE is the oldest study programme at the UPNVJT. It has applicants rates that are on average seven to eight times higher than the number of available study places. BDE specializes in development studies that are or are about to occur. It has increased towards an international standard study programme since the early 2000s, in response to rapid environmental changes. The programme curriculum has adapted to global development and is oriented at the labour market. The human resources are suitable to improve the competence and qualifications of lecturers.

Graduates acquire competencies as economists, analysts, practitioners, and entrepreneurs. Efforts to support these competencies are carried out through several collaborations with government and private institutions, including: 1) cooperation in the field of scientific activities in the form of internships, traineeships and guest lectures with the Surabaya City Development Planning Board and other companies; 2) cooperation in the development of banking laboratories aiming at software procurement, maintenance, and training.

The BDE programme offers to students the opportunity to absolve internships running 3 to 12 months. This aims to promote a shift from the studying process to a working environment. During the online conference students and alumni pointed out that this helps students in their career advancement and development of skills, and it also provides an opportunity for employers to find and develop young professionals according to their companies' needs. The main goal of such internships is to develop the students' abilities to apply their theoretical background in practice.

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

The qualification objectives of BDE have been prepared and are oriented at the mission and strategic planning of UPNVJT, including: 1) organising and developing education with the character of state defence; 2) enhancing a research culture in the development of science and technology that is useful for the welfare of the community; and 3) developing the quality of superior human resources in attitudes and values, performance, mastery of knowledge, and managerial skills.

Appraisal:

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

As far as the positioning of the programme in the job market is concerned, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Also, the University thoroughly analyses the job market for graduates on a continuous basis and comprehensively incorporates the results in the study programme. The Faculty regularly tracks the chances of graduates on the job market in contact with the alumni network. The study programme is convincingly integrated into the HEI's overall strategic concept of a Bela Negara campus. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

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

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

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

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

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

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

Also, the selection procedures for SNMPTN and SBMPTN are regulated nationally by the Ministry (Mendikbud-Ristek). Therefore, UPNVJT follows the decided procedures. The selection procedures for the independent pathway (Mandiri) are regulated through the Rector's Decree of Prospective Students Admission and in the Rector's Academic Regulation for Undergraduate education⁷. These decrees especially prescribe accreditation

⁷ See „Selection Art. 8“.

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 Regulations⁸ based on legal stipulations from the Government which stated that "undergraduate students are required to have good English proficiency in accordance with the minimum international or institutional standards". An English proficiency test is integrated as part of SNMPTN, SBMPTN and the independent pathway (Mandiri). Therefore, new students have to have basic English skills and are required to conduct initial English proficiency tests at the UPN "Veteran" Language Centre in Jawa Timur.

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

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

Appraisal:

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

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

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

⁸ See Art. 15.

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

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

Table 3: Four core aspects of outcome-based education

Aspects	Learning Outcomes
Attitudes	<ul style="list-style-type: none"> ● Devoted to God Almighty and able to show a religious attitude; ● Upholding human values in carrying out duties based on religion, morals and ethics; ● Contributing to improving the quality of life in society, nation, state, and advancement of civilisation based on the five principles of Pancasila; ● Acting as citizens who are proud and love the country, have nationalism and a sense of responsibility to the state and nation; ● Respect the diversity of cultures, views, religions and beliefs, as well as the original opinions or findings of others; ● Work together and have social sensitivity and care for the community and the environment; ● Obeying the law and discipline in social and state life; ● Internalising academic values, norms, and ethics; ● Demonstrate an attitude of responsibility for work in their field of expertise independently; ● Internalising the spirit of independence, struggle, and entrepreneurship; ● Have the values of defending the country in social life;
Knowledge	<ul style="list-style-type: none"> ● Mastering the basic concepts of macroeconomic theory, microeconomics, and economics. ● Able to understand and master economics at the level of concepts, principles, perspectives, and contexts, especially in understanding economic phenomena in the digital era. ● Understand and master the concepts of monetary economics, economic development planning, investment, and international trade. ● Mastering the principles and current issues in the economic, political, social, and the latest technological developments in general. ● Mastering knowledge about digital literacy in community economic activities.
General Skills	<ul style="list-style-type: none"> ● Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology that pays attention to and uses humanities values according to the field of expertise; ● Able to study the implications of the development or

	<p>implementation of technological science that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics to produce solutions, ideas, designs, or art criticism, compile scientific descriptions of the results of their studies in the form of a thesis or final project report, and upload it on the college page;</p> <ul style="list-style-type: none"> ● Compile a scientific description of the results of the study mentioned above in the form of a thesis or final project report, and upload it on the college page; ● Able to make decisions appropriately in the context of problem solving in their area of expertise, based on the results of information and data analysis; ● Able to maintain and develop networks with mentors, colleagues, peers both inside and outside the institution; ● Able to be responsible for the achievement of group work and to supervise and evaluate the completion of work assigned to workers under their responsibility; ● Able to conduct the self-evaluation process of the workgroup under their responsibility, and able to manage to learn independently; ● Capable of documenting, storing, securing and recovering data to ensure validity and prevent plagiarism.
<p>Specialised Skills</p>	<ul style="list-style-type: none"> ● Able to actualize the science of economics to the wider community. ● Able to design and conduct research in the field of economics using quantitative and qualitative research methods. ● Through the concentration of monetary and banking economics, graduates can understand the development of monetary and banking issues. ● Able to conduct economic digitization of monetary and banking as well as developing creative and innovative ideas about monetary and banking mechanisms. ● Able to design economic policy strategies in the monetary and banking sectors in the era of digitalization. ● Through a concentration on regional/city development planning, graduates can understand the concept of development planning, including digital-based planning which continues to evolve. ● Able to formulate economic policy strategies based on socio-economic analysis of the community. ● Able to analyze the economic policies issued by the government based on the concept of economic theory. ● social in society critical study of advertisements, films, and media products as well as social media ● Through the concentration of investment and international trade, graduates can understand investment and trade issues at the national or international level. ● Able to conduct investment analysis and trade business at the national or international level using current technological advances. ● Able to apply the values of discipline, honesty, challenging work, responsibility, independence, and creativity in social life. ● Understand and integrate the values of defending the country in developing and applying science, technology, and art (science and technology).

The curriculum comprises in eight semesters 65 courses out of which nine courses are elective; the others are compulsory ones. Whereas the “compulsory courses must be absolved to achieve the main formulated competencies”⁹, “elective courses can be selected by students to broaden their horizons and at the same time meet the minimum workload requirements”¹⁰ of the Bachelor level. The courses are prepared to improve students' core economic abilities, namely: macro, micro and econometrics. Students absolve “national compulsory” courses that are mandated by the Government (Religion, English, theoretical basic subjects), “University compulsory” courses that are more specialised (such as Industrial Economics, Banking Management) and “Faculty compulsory” subjects. Strengthening the understanding of these theoretical subjects is supported by competence oriented elective courses in the fields of International Trade and Investment, Monetary Banking and Regional Planning. Students are supported to improve their multidisciplinary and practical skills with various activities such as internship and traineeship opportunities, research collaborations and community service. Students can absolve an internship between three and twelve months which is not part of the curriculum. Also, seminars give the opportunity for gathering practical experience in private or public organisations.¹¹

Table 4: Curriculum

Module- No.	Title of Module / Course Compulsory or elective	Unit +	ECTS Credit Points per Semester							
			1.	2.	3.	4.	5.	6.	7.	8.
1st Semester										
	National Compulsory Courses									
M1	Religion	4,8								
M2	Pancasila	4,8								
	Mandatory University Course									
M3	Bahasa Indonesia	4,8								
M4	English I	3,2								
	Compulsory Study Programme									
M5	Economics Mathematics I	4,8								
M6	Macroeconomics Introduction	4,8								
M7	Business Introduction	3,2								
M8	Accounting Introduction	3,2								
	Internship									
2nd Semester										
	National Compulsory Courses									
M9	Civics		4,8							
	Compulsory Study Programme									
M10	Microeconomics Introduction		4,8							
M11	Management Introduction		3,2							
M12	English II		3,2							

⁹ See Rector’s Academic Regulation for Undergraduate Education (9/2020), Art. 14 I a.

¹⁰ See ibid. Art 14 I b.

¹¹ See below chapter 3.1.3.

M13	Statistics I		4,8						
M14	Economics Mathematic II		4,8						
M15	Economics System		3,2						
3rd Semester									
National Compulsory Courses									
M16	Education of State Défense		4,8						
Compulsory Study Program									
M17	Statistics II		4,8						
M18	Monetary Economics		4,8						
M19	Development Economics		4,8						
M20	Energy source, Natural Resources, and Environment		3,2						
M21	Cooperative Economics		4,8						
M22	Economy of Indonesia		4,8						
M23	History of Economic Thinking		3,2						
4th Semester									
Compulsory Study Program									
M24	International Economy			4,8					
M25	Microeconomics continued			4,8					
M26	Macroeconomics continued			4,8					
M27	Bank and Financial institution			4,8					
M28	Development planning			4,8					
M29	Operational Research			4,8					
M30	Demography			3,2					
5th Semester									
Mandatory University Course									
M31	Entrepreneurships				4,8				
Compulsory Study Programme									
M32	Public Economics				4,8				
M33	International Financial Management				4,8				
M34	Capital Market				4,8				

M35	Industrial Economics					4,8			
M36	Banking Management					4,8			
M37	Creative Economy					3,2			
M38	Regional Economy					3,2			
6th Semester									
	Faculty Compulsory Subjects								
	PKL / Praktek Kerja Lapang / Field Practice						3,2		
	Compulsory Study Program								
M39	Research Method						4,8		
M40	Econometrics						4,8		
M41	Econometrics Application						3,2		
M42	International Business and Trades						4,8		
M43	Leaderships and Cultural knowledge						4,8		
M44	Human Resource Economics						4,8		
M45	Legal Aspect in Economy						3,2		
7th Semester									
	National Compulsory Course								
	KKN / Community Services Program							3,2	
	Compulsory Study Programme								
M46	Quantitative Analysis Application							3,2	
M47	Computer Application							3,2	
	Monetary and Banking Competency Courses								
M48	Central Bank							3,2	
M49	Seminar: Monetary economy and Bank							4,8	
M50	Banking Application							3,2	
	International Trade and Investment Competency Course								
M51	Seminar: International Economy							4,8	
M52	Investigation Application							3,2	
M53	Investigation Management							3,2	
	Regional/City Development Planning Competency Course								
M54	Regional Planning							4,8	
M55	Seminar: Public Policies							3,2	

M56	Regional Planning Economic Application								3,2	
	Competency Elective Courses									
M57	Sharia Banking								3,2	
M58	Banking Policies								3,2	
M59	Bank Financial Management								3,2	
M60	Project Evaluation								3,2	
M61	International Monetary Economy								3,2	
M62	Multinational Corporation								3,2	
M63	Public Sector Project Evaluation								3,2	
M64	Sharia Economics								3,2	
M65	Regional Monetary								3,2	
	8th Semester									
BA	Bachelor's Thesis									9,7
Total		34	29	35	32	35	34	69	9,7	

The name of a study programme in Indonesia is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek). The official programme name of BDE is Development Economics, and the awarded degree is Bachelor of Economics. According to the UPNVJT, the BDE curriculum emphasizes a balance between theory and practice. BDE aims to prepare students for their future job market. The examples of integration of theory and practice can be seen in the table below:

Table 5: Examples of integration of theory and practice

Competence	Courses Examples	Professional orientation
Monetary and banking economics	Global Monetary Governance, Modeling Monetary Economics, Financial Crisis, Banking Financial Statement Analysis, Advanced Monetary Economics, Evaluation and Supervision of Banking Financial Institutions, Credit Analysis and Banking Financing.	Analyst in economics, finance, and banking, frontliner, marketing, operations, compliance risk management.
Regional/city development planning	Regional Development Planning, Evaluation of Development Programs, Application of Development Planning, Rural and Urban Economics, Approaches and Models of Regional Development.	Analyst, providing concepts, methods, designing and managing regional (urban/rural) planning through research, development and application of science and technology.
International trade and investment	International Trade Specialization, Multinational Corporation (MNC), International Financial Policy, Portfolio and Investment Theory, Risk and Investment Analysis, International Economic Seminar.	Import-export practitioners, import-export professionals, staff in multinational companies and international business and investment analysts.

Academia, LSM, teachers	Social research methods, quantitative research methods, qualitative research methods, social statistics.	Write research proposals, teach, conduct research, continue for post-graduates' degree, able to offer critical perspectives on social phenomenon.
Creative entrepreneurship	Entrepreneurship, media and creative industry, integrated marketing communication.	Start small business, advertise his/her business using digital and social media platforms.

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 they are not mentioned in the course descriptions.

In terms of interdisciplinary thinking, BDE emphasizes offering courses from other disciplines: legal aspects in economics, political economy, Islamic economics, and entrepreneurship. Furthermore, in order to fulfil their competency, students are encouraged to join inter-faculties (*Permadi*) and inter-universities (*Permata*) courses based on their interests. Students are able to register to courses outside their discipline. Those courses are recognised as elective courses under the BDE curriculum.

UPNVJT starts ethics learning from the first semesters onwards with compulsory courses such as Civics, Leadership and Education of State Defence Courses. 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.

Methodological competence is delivered through research methods courses. Such courses are introduced from the first year and regularly offered in each semester. Moreover, there are two compulsory courses to ensure students can work scientifically, namely: statistics, research methods, quantitative analysis, and econometrics. Here, students will practice combining economic theory based on macro/micro theoretical models, statistics, and mathematics, to produce scientific works (thesis final project).

Table 6: Overview of research methods courses

Courses	Semester	Requirements
Introduction to economic statistics	2nd	-
Econometrics	6th	Introduction to economic statistis
Economics Research methods	6th	Introduction to economic statistis
Analysis quantitative	7th	Economic Research Methods
Thesis Proposal (research workshop)	6th – 7 th	Qualitative Research Methods, Quantitative Research Methods
Thesis	8th	Proposal Seminar

Students' examinations in BDE follow the Rector's Academic Regulation for Undergraduate Education¹². The examinations consist of a combination of mid-term exam, final-term exam, assignments, practice (laboratory work), quizzes and other formats that are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). They are characterised by a wide variety of test formats (observation, projects, written exam and / or oral exam).

¹² As of 9/2020, see Art. 28 to 30.

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

A regular thesis will be examined in the viva exams, whereas students who opt for journal publication form will be exempt from the viva exam (additional requirements following journal's reputation) and write reports instead. Furthermore, the regular thesis is examined based on two criteria: thesis content and presentation. The final project is written based on scientific principles and scientific ethics as well as on additional regulations set by the faculty. Regular theses will be examined during the thesis exam, while students who choose the journal publication form will be exempted from the thesis exam instead of writing a report.

Appraisal:

The panel welcomes that the curriculum in many respects adequately reflects the programme qualification objectives. Contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. Also, the panel has the view that the Development part of the BDE programme should be reinforced. Therefore, the panel recommends including more courses related to "Development" into the BDE programme by adding in particular elective courses.

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 study programme puts an emphasis on preparing the students for occupations requiring trans- or interdisciplinary thinking.

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

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

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

on different forms of assessments of learning outcomes, about the score structure and the assessment components.

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

	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	Four years
Number of Credit Points (CP)	144 sks = 230 ECTS credits (min.) 160 sks = 256 ECTS credits (max.)
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	56 obligatory; 9 elective courses
Time required for processing the final thesis and awarded CP	Six months 10 ECTS credits
Number of contact hours	4310 h

The BDE programme comprises four study years with eight semesters. BDE students must take a minimum of 144 sks credits and a maximum of 160 credits to be able to graduate from Communication Sciences. 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 ECTS 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).

Table 7: SKS credits to ECTS credits conversion

SKS minimum to graduate BDE	ECTS conversion	workload
-----------------------------	-----------------	----------

144 sks credits	230	144 X 39.7 = 5.717 hours of study
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The BDE curriculum consists of 56 mandatory courses and nine elective courses. Competence/concentration courses, fieldwork practices, KKN (Community Service), research proposal seminars, and thesis belong to the compulsory part. The courses are divided into the following groups:

Compulsory courses (compulsory university, faculty, study programmes) and competency courses are scheduled to be taken from the 1st to 7th semesters. Elective courses can be taken from BDE and other faculties and universities which support programme learning outcomes. Furthermore, towards the end of their study (starting on the 6th semester), students must complete non-lecture courses such as community service (2 sks credits). Since 2020, the new “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 for the minimum of 144 sks (230 ECTS) credits up to the maximum of 160 sks (256 ECTS) credits. There is room for about six to eight elective courses in the whole programme that students can choose.

When commenting on the report at hand the Study Programme Coordinator of BDE gave the following additional information: There are two types of internships in the Development Economics programme: (1) the regular internship which has been included in the curriculum in 2019-2020 and can be taken by students in the 6th semester and implemented for three to six months; (2) the MBKM (Freedom Curriculum Course) internship which has only been implemented in 2021 based on the Rector’s Regulation¹³ that stipulates the procedures and implementation of an MBKM internship. This can be taken by students in the 5th and 6th semesters.

The MBKM internship takes up to six months with a workload of 20 sks credits / 32.2 ECTS credits. The BDE presented a modified curriculum with a partly new order. It shows 11 compulsory and elective partly new courses in the semesters 5 and 6 (“convertible courses”) marked for a possible conversion (internship instead of certain courses). Syllabi for newly introduced courses have not been included. Students opting for this component must choose those courses to be replaced by the internship with a respective number of credits.

The courses are explained in descriptions in terms of syllabi. These descriptions provide detailed information and contain elements, such as course content, name of the lecturer(s), teaching and learning methods, expected learning outcomes, mode of teaching, workload / the number of credit points (in sks and ECTS), and a list of obligatory and additional literature in terms of recommended reading. Moreover, the language of instruction (Indonesian or bilingual Indonesian-English) is mentioned. In addition, the Academic Guidelines contain short content descriptions of each course at a generic level.¹⁴ 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.¹⁵ Moreover, the delivery of the exam format and assessment structure is in the

¹³ Regulation number 3 as of August 10, 2021.

¹⁴ See p. 83 ff.

¹⁵ See Art. 28, 29 and 30.

"course contract" offered to students at the first meeting of the lecture to be agreed upon by students and lecturers as one of the references in the course process for one semester.

Students can study a period abroad¹⁶, 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 BDE curriculum¹⁷.

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.

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

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

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

Disabled students are given access with special pathways in the buildings as well as provided with different forms of affirmative action, for example, in the examination process and standards of markings and evaluation. UPNVJT has guaranteed that its entrance test is non-discriminatory. UPNVJT also provides scholarships for disadvantaged students. They

¹⁶ See Academic Regulation for Undergraduate Education Art 42 ff.

¹⁷ SEE Academic Regulation Art 31, 32.

can use the possibility of an academic leave (childbirth, illness, other obstacles that cannot be avoided). The respective period of academic leave does not count as a period of study.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It consists of courses and assigns credits per course based on the necessary student workload. 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. However, by now the two types of internships that students can absolve have not been integrated into the curriculum in a convincing way.

The panel members have taken into account the modified curriculum that the BDE presented linked to its comments on the report at hand. Although the panel appreciates the programme management's reaction to imply the MBKM internship into the curriculum several aspects are still not clarified such as: Will for each student opting for an internship the learning outcomes of the replaced courses be ensured? Who will decide upon the selection of courses that appropriately could be omitted? Those questions must be clarified by the BDE before accepting and using a modified curriculum. For transparency reasons respective syllabi must be developed for new or modified courses. Therefore, the panel recommends the following **condition:**

The University

- a) integrates both types of internships with different numbers of credits into the curriculum;
- b) substantiates how the learning outcomes of courses that may be substituted for the MBKM internship with up to 20 sks credits will be reached (see chapter 3.2).

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

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

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

3.3 Didactical concept

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

As for the BDE, the programme focuses upon student-centred learning¹⁸ which is manifested towards various teaching methods: case-study (problem-based learning) and task-based (project-based learning). Other learning methods such as interactive skills (discussion, simulation, role playing, team works and presentation) are also used as students and faculty confirmed during the online conference.

Lecturers provide a semester learning plan (RPS) and a lecture contract for students at the beginning of the lecture. In addition, lecturers provide mandatory references, recommendation references, presentation slide materials, and assignments to students which can be accessed digitally via The UPNVJT e-learning portal (www.ilmu.upnjatim.ac.id). There are evaluations and material updates per semester, through: 1) a lecturer meeting before starting lectures, namely preparing RPS, equating material perceptions; 2) textbooks, review of the latest journals in each subject, a maximum published in the past 3 years; 3) available textbooks, module labs / for digital practice in the form of ppt, pdf, video, voice notes; and 4) a list with literature sources for further study. All materials are oriented towards the achievements and completion of programme learning outcomes. Also, there is a video conference technology where online lectures could be organised in real time. The panel took the opportunity during the online conference to get access to the internal digital ILMU platform.

Guest lecturers are an integral part of the programme. The BDE programme collaborates with institutions and companies to increase student opportunities to get jobs in accordance with their fields. There are different ways to involve guest lecturers, namely through institutional and incidental cooperation. Guest lecturers come as practitioners and academics to support the concentration in the programme including: 1) government institutions (Surabaya City Population and Civil Registry Office, Surabaya City Regional Planning

¹⁸ See SER p. 16

Agency, Surabaya City Central Statistics Agency, Surabaya City Statistics Agency); 2) private sector (Anugerah Sekuritas Indonesia, Pelindo III); and 3) campus from outside (UPN Veteran Jakarta, UPN Veteran Yogyakarta).

Appraisal:

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are kept 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. However, the panel recommends the Faculty inviting more international guest lecturers to widen especially the international "Development" aspect as part of the programme.

		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

Several courses of the BDE programme have been designed to observe economic and political phenomena not only in local and Indonesian context, but also at the international level. The BDE programme implies courses that discuss global economic issues, such as international economics. Students are expected to have a multi-perspective on development-economic phenomena inside and outside Indonesia. Focused on case-based learning, lecturers are encouraged to balance the course materials across local, national, and global contexts. Each course in the BDE programme uses book references from abroad and uses English in every presentation slide in the teaching and learning process. Several compulsory courses are designed to enhance students' intercultural skills towards multiple environments.

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 shall enhance students' skills to deal with diversity of culture outside the campus.

Currently the BDE programme does not have any students from abroad. However, Indonesia consists of many ethnicities, religions, and values. Students come from several parts of Indonesia, and the student body reflects those values. BDE believes that multiculturalism is Indonesia's strength and, therefore, discrimination in any form in UPNVJT will be punished accordingly.

Currently BDE does not have any lecturers from foreign countries, also.

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).

Almost all courses are delivered in Indonesian language. But they combine literature in local and international languages. Currently, the BDE programme uses English, reaching 20 percent as a way of delivering each course, including Macroeconomics, Indonesian Economy, and International Trade.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, the panel has the view that the programme in total should become more international because Development Economics as a discipline includes per se many international components.

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

Faculty has no international composition (teachers from different countries, teachers with international academic and professional experience). As already mentioned above¹⁹ the panel has the view that the Faculty should widen the international horizon of faculty. Therefore, it recommends integrating faculty members from abroad as permanent staff.

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

¹⁹ See chapter 3.3.

	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:

- There are BDE courses such as Entrepreneurship and public speaking (outside the curriculum) that convey multidisciplinary competences.
- Inter-faculties and inter-universities courses: Starting from the 5th semester, students are encouraged to pick inter-faculties courses and inter-universities courses. The Ministry of Education has regulated that students are allowed to pick any courses (up to 40 sks) from Indonesian universities (the list of courses offered is published nationally);
- Community service – fieldwork courses: this is obligatory in the 6th semester where students work in remote villages consisting of teams from other study programmes in UPNVJT.

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

Appraisal:

As the panel learned during the online conference from faculty, students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The curriculum for the BDE programme has been developed to produce qualified graduates as economists, analysts, practitioners, and entrepreneurs. In addition, the programme has three areas of concentration: Development Planning, International Investment and Trade, and Monetary and Banking. These three areas of concentration are designed to meet competitiveness in the current and future job market.

As part of the courses students have to elaborate case studies and to solve project assignments. Moreover, as mentioned before BDE has six laboratories (statistical data, investment and capital markets, development planning, econometrics, quantitative data analysis and investment gallery)²⁰ which support the teaching process on practical levels.

Starting in 2016, BDE offers a national certification for students: Import-export. Students can take a certification in their final year and graduate as a Bachelor in Development Economics (S.E) while also holding national certification for Import Export Sales. This is an additional advantage for graduates on the labour market.

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 opportunity to absolve adequate and suitable courses that convey practical experience and extra-curricular initiatives (e.g. internship). The students' reports on the internships verify that the students get a useful insight into a company or organisation.

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

²⁰ See above chapter 1.1.

4 Academic environment and framework conditions

4.1 Faculty

BDE currently employs 18 full time lecturers with minimum academic qualifications of Master's degree in Economics or relevant subject fields. Further details are as follows:

Table 9: Overview of the faculty structure

	Faculty members
Professor	1
Doctors	4 (plus 5 doctorands)
Masters	8
Total full-time lecturers	18

In addition, there are the Study programme coordinator, the head of laboratory and a member of administrative staff.

Lecturers are appointed by the government or the management body of the University.²¹ The minimum qualification for lecturers in BDE is a Master degree. Four faculty members hold Doctoral qualifications and currently five faculty members are in the process of obtaining their Doctoral degree. The faculty members obtained their Master and Doctoral degrees from universities in Java, Indonesia.

The lecturers' duties are stipulated in the Rector's Academic Regulation for Undergraduate Education²². Beside conducting lectures they have to plan the learning process, to carry out assessments of learning outcomes, to report on activities of students in higher education at the end of each semester, to develop and evaluate test materials in accordance with the objectives of the learning achievements, and to carry out certain management functions.

The Bachelor Development Economic Programme supports distance learning through online applications such as ZOOM and Google Meet. Distance learning is facilitated by e learning provided by the University. In the future, online learning will continue to be carried out considering the pandemic conditions that have not yet ended. The application of online learning will be carried out with a proportion of 60 % face-to-face and 40% distance learning. A list with faculty members teaching at the BDE shows that all courses of the BDE curriculum are covered.

Under the regulation of the Ministry (Mendikbud-Ristek), all HEI lecturers must hold national certification for lecturers (called Serdos). With the exception of five junior lecturers, all BDE faculty members hold this national certification for lecturers. Besides Serdos, there are other teaching certifications, Pekerti (foundational teaching certification), AA (applied approach/advanced teaching certification), that can be taken each year as further education and are funded by the UPNVJT. This helps lecturers design, manage, execute, organise, and evaluate their courses and teaching methods. UPNVJT also regularly sends faculty members on teaching certification: such as designing outcome-based education (OBE) methods and curriculum.

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

²² See Art 34

Lecturers are involved in various professional and / or association activities. These activities and associations are in line with the core expertise of lecturers. Five of them became practitioners of Export – Import, one of them an investment practitioner and another one has a certification in the field of procurement of goods and services in government agencies. This involvement enriches the lecturer's experience, which is particularly useful in the integration of theoretical and applied linguistics in the classroom. Some lecturers are active in the fields of translation, interpretation, lexicography, and language teaching. This practical experience is useful for the integration of theory-and applied linguistics in the classroom.

Faculty members are expected to cooperate with each other. Most courses are delivered in team-teaching (minimum of two lecturers). This team needs to meet regularly for coordinating, maintaining, organising course materials, examination, and course evaluation. Apart from teaching, the Ministry of Education has set the mission 'Tri Dharma', or three main obligations, of lecturers that includes teaching, research, and community service. Based on university regulations, each research and community service project must include students; therefore, students are not only involved in the learning-teaching process, but also as a collaborator in research and community service teams.

Students feel satisfied with the teacher's support, as they explained it during the online conference. Each of them has an academic supervisor ("guardian lecturer") assigned by the faculty²³. 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:

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

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

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

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

Appraisal:

The panel is convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to

²³ See Academic Regulation for Undergraduate Education Art 35 I

the programme requirements and ensure that the students reach the intended qualification objectives. All courses are supplied with lecturers. This is testified by a list of lecturers with their course assignments (as part of the curriculum). The faculty's composition, consisting of full-time lecturers, guarantees that both academic standards and requirements of professional practice are fully satisfied.

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

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

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

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

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

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

4.2 Programme management

The BDE programme is managed and organised by the programme coordinator, who is responsible for teaching and learning activities, applied research and community service as well for developing the academic community of the programme. He is supported by administrative staff and reports to the Dean. Specifically, the programme coordinator tasks include:

- Discussing curriculum development, laboratory activities and lecture planning, traineeships, seminars, and workshops in joint meetings with all lecturers at the study programme level at the beginning of each semester,
- Giving assignments, responsibilities and authority to each lecturer proportionally based on the principles of fairness and professionalism,
- Planning schedules and evaluation of learning outcomes,
- Implementation of the lectures on the field of study,
- Coordinating the process of *tri dharma* (teaching, research, and community service) in the programme,
- Coordinating the planning, provision, and proposal of the need for lecture, facilities, and educational infrastructure,
- Coordinating and monitoring the preparation of teaching and learning process on the programme level, faculty level and university levels,
- Monitoring and evaluating the finance and budgeting on programme and faculty levels,
- Planning and suggesting the training of administrative staff to maintain the programme development,
- Evaluating and reporting the running programme management system,
- Fostering student activities both within the formal structure of student affairs and outside student organisations,
- Working with corporate partners to support the learning process at the Faculty.

In managing the labs, the programme coordinator is supported by the head of the laboratories.

The coordination of the study programme requires regular meetings of the academic staff aimed at evaluating previous work and planning future work programmes. Apart from being a function of coordination, these meetings are also intended as means of communication between lecturers and Study Programme managers. This also provides opportunities for each lecturer to convey ideas for the progress of the study programme and to discuss obstacles in the implementation of quality as well as ensuring accountability and transparency.

The UPNVJT provides integrated services for students with the administrative staff that encompasses more than 300 members. The head of administrative staff (Kabag TU) is supported by the head of general affairs (Kasubag Umum), head of education and teaching affairs (Kasubag Dikjar), and head of finance (BPP). In addition to that, each study programme is supported by its own administrative staff. 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.

One additional administrative staff member as well as two laboratory staff members have been assigned to the BDE programme. 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.

The decision-making process, powers and responsibilities are defined by regulations and must be carried out by administrative personnel. They provide the services needed by teaching staff and students related to problems at the study programme level in direct coordination with the Study Programme coordinator.

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

Appraisal:

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

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

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

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

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

4.3 Cooperation and partnerships

The faculty has the view that strong alliances and strategic partnerships are needed for further developing the study programme. It is fully supported by its faculty members to seek collaboration in teaching, research, and community service. Cooperation agreements with other HEIs or networks have been concluded, such as with the Institute of Transport Economics, Norway; Murdoch University Perth, Australia, both on student and staff

exchange; the Durham Centre for Islamic Economics and Finance, United Kingdom, The International Institute for Strategic Studies (Asia) Ltd.; the Centre for Development Economics and Sustainability, Monash University, Australia, all on research projects. MoUs have been presented to the panel.

As far as cooperation with business enterprises and companies is concerned the UPNVJT has concluded several agreements, on:

- Cooperation with various government agencies and private companies aims support for training and research. These forms of cooperation implement programme development.
- Teaching: Gaining part-time lecturers, recruiting practitioners from banking and stock exchange. Part-time lecturers are to be recruited to teach more skills material which is relevant to the field of banking and investment as well as trade internationally.
- Job opportunities: The BDE programme has established close cooperation with more than ten companies. The companies also provide scholarships and funding for academic activities related to economic issues from the private sector.
- Research and Publication: In addition to cooperation with business entities, the Bachelor Development Economic Programme also collaborates with the East Java Central Statistics Agency. The collaboration between the BDE programme and the Central Statistics Agency was built to improve the quality of teaching methodologies and stabilize data analysis.

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-site visit had to be replaced by an online conference because of the Covid-19 pandemic UPNVJT made available to the panel photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof²⁴.

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

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

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

UPNVJT has a central library which is open during weekdays from 7 am to 6 pm and subscribes to several scientific publishers (Springer, Elsevier, ProQuest, and Cambridge University Press). The central library also holds substantial textbooks and is regularly updated.

The faculty of Economics and Business has a separate library with reading room for specific books in the economics 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

²⁴ See self-evaluation report pp. 24 f.

programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

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

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

4.5 Additional services

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

1. Career bursaries: This centre regularly organises career days and invites companies to have a direct interview with potential graduates.
2. Support for campus-based enterprise: students' business, campus mini-market, cafeteria, etc.
3. Career-related conferences: inviting professional speakers to inform about future job markets, how to write a good CV, how to use social networking (LinkedIn, etc.) for employability.
4. Collaboration with student bodies (university level, faculty level, and programme level) to organise career days where students can meet with prominent alumni for coaching and self-improvement sessions.

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

The UPNVJT has established a University graduate organisation (IA UPNJATIM). Also, in 2020 the BDE programme has started the communication with the Graduate organisation by holding a special forum for Study Programme Graduates.

As mentioned above²⁵ the administration of UPNVJT with more than 300 as well as of the faculty with 13 staff members encompasses a sufficient administrative capacity.

²⁵ See Chapter 4.2.

Appraisal:

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

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

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

4.6 Financing of the study programme (Asterisk Criterion)

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

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

Appraisal:

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

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

5 Quality assurance and documentation

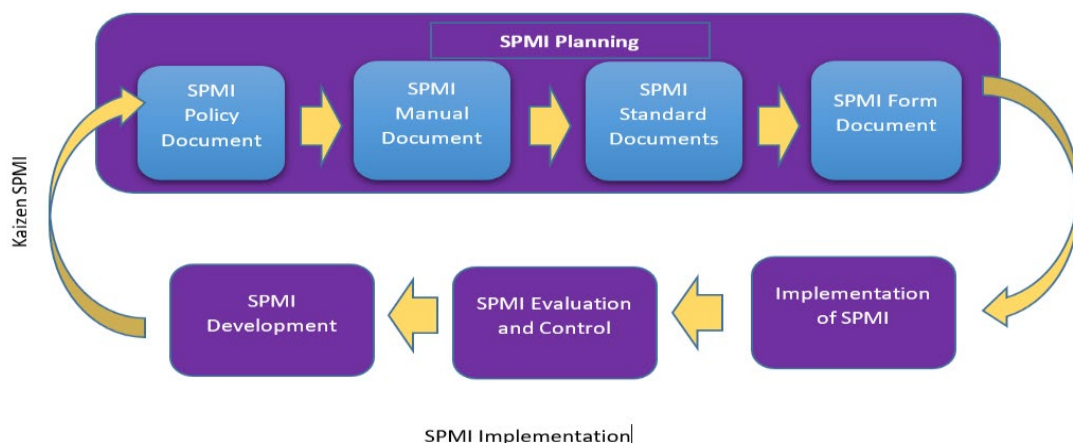
As mandated in Article 53 of the “Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education”, the Higher Education Quality Assurance System (SPM Dikti) consists of the Internal Quality Assurance System (SPMI), developed by the university and the External Quality Assurance System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

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

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

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

Table 10: Internal Quality Assurance (SPMI) process



At the end of each semester, students are required to fill out a 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 faculty²⁶. This survey is posted in the UPNVJT online 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. Consideration is given to an analysis of the success rate, and graduate employment as well as the profile of the student population. The results are statistically analysed and published in an "Implementation Report" for every study programme.

Moreover, the BDE programme itself since 2010 conducts an evaluation of teacher activities which is carried out every semester. Students are asked to digitally fill out a questionnaire one day before the final semester exam as well as before starting the midterm examination.

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 Economics and Business. There are several criteria to be evaluated such as 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.

BDE constantly evaluates its curriculum by regularly inviting alumni, stakeholders, and education consultants. From the results of regular graduate tracking, a market analysis is carried out to strengthen the quality of graduates by continuing to develop pedagogy of three basic skills, namely theoretical concepts, theoretical applications, and soft skills / mentality by paying attention to moral cultivation (moral as the basis).

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.

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)). For BDE students, the BDE website also provides information on exams, internship, thesis writing, and community service programme. The website also serves to document all BDE-related activities during the academic year.

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. Also, the evaluation of the BDE programme itself is positive. Moreover, students can deliver their complaints via the student body organisation to the management, but they do not participate in the respective committees to plan and assess quality assurance and development procedures. Therefore,

²⁶ See above chapter 3.1

the panel recommends the UPNVJT more intensively involving students in processes of assessing quality assurance and development outcomes.

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

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

An external evaluation is 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: Development Economics

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

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

	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				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X		
4.4.2*	Access to literature (Asterisk Criterion)		X		
4.5	Additional services				
4.5.1	Career counselling and placement service		X		
4.5.2	Alumni Activities		X		
4.6*	Financing of the study programme (Asterisk Criterion)		X		
5	Quality assurance and documentation				
5.1*	Quality assurance and quality development with respect to contents, processes, and outcomes (Asterisk Criterion)		X		
5.2	Instruments of quality assurance				
5.2.1	Evaluation by students		X		
5.2.2	Evaluation by faculty		X		
5.2.3	External evaluation by alumni, employers and third parties		X		
5.3	Programme documentation				
5.3.1*	Programme description (Asterisk Criterion)		X		
5.3.2	Information on activities during the academic year		X		