

Decision of the FIBAA Accreditation and Certification Committee



4th Meeting on November 26, 2021

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|--|
| Project Number: | 21/011, Cluster 3 |
| Higher Education Institution: | Universitas Diponegoro |
| Location: | Semarang, Central Java, Indonesia |
| Study Programmes: | Bachelor of Management, Sarjana Manajemen Bachelor of Economics, Sarjana Ekonomi Master of Economics, Magister Ekonomi Master of Management, Magister Manajemen |
| Type of Accreditation: | Initial accreditation |

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

Bachelor of Economics Programme (S.E.) and Bachelor of Management Programme (S.M.)

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 January 1, 2021, the study programmes are accredited with one condition.

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

Condition:

The University implements an anonymous evaluation form that collects student feedback about the workload for each course (see chapter 5).

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 30, 2022.

Master of Management Programme (M.M.)

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 January 1, 2021, the study programme is accredited with two conditions.

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

Conditions:

- Condition 1:

The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).

The conditions are fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on September 28, 2022

- Condition 2:
The University implements an anonymous evaluation form that collects student feedback about the workload for each course (see chapter 5).

The conditions are fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 30, 2022

Master of Economics Programme (M.E.)

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 January 1, 2021, the study programme is accredited with three conditions.

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

Conditions:

- Condition 1:
The University ensures a transparent selection procedure by defining criteria for evaluating the professional experience of applicants, and implements the corresponding selection procedure in the admission regulations (see chapter 2).

- Condition 2:
The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).

The conditions are fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on September 28, 2022

- Condition 3:
The University implements an anonymous evaluation form that collects student feedback about the workload for each course (see chapter 5).

The condition is fulfilled.

The decision was made by the FIBAA Accreditation and Certification Committee on November 28, 2022.

Proof of meeting these conditions is to be supplied by August 25, 2022.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Diponegoro University in Semarang, Central Java,
Indonesia

Bachelor/Master programme:

Bachelor of Management
Bachelor of Economics
Master of Economics
Master of Management

Qualification awarded on completion:

Bachelor of Management: Sarjana Manajemen (S.M.)
Bachelor of Economics: Sarjana Ekonomi (S.E.)
Master of Economics: Magister Ekonomi (M.E.)
Master of Management: Magister Manajemen (M.M.)

General Information on the Study Programme

Brief description of the study programmes:

Bachelor of Economics (S.E.)

The programme offers courses in economics and development studies. The undergraduate programme aims to provide education in economics that produces graduates who have the profile of an analyst equipped with problem-solving competences. The graduates are expected to be an analyst with major competencies: (1) Mastering theoretical concepts of economics and theoretical concepts in specific fields of economics in-depth; and (2) applying study, making designs, utilising science and technology and solving problems.

Bachelor of Management (S.M.)

The main objective of the study programme is to produce graduates who have leadership skills, are able to analyze management functions based on data and are able to apply technical knowledge to organisational functions (operations management, marketing, finance and human resources) in various types of organisations. Furthermore, they have the ability to conduct research with the correct methodology on organisational functions based on data and information, as well as be able to present and communicate research results. In addition to that, they have the ability to capture business opportunities, be able to organise and manage a business and are prepared to take business risks.

The Master of Economics (M.E.)

The main objective of the study programme is to produce graduates with the competency level of an economist, meaning mastering economic theories and empirical applications in certain economic fields, develop science and technology through research and be adaptive to the dynamics of changes in the economic environment, as well as produce quality academic work that contributes to scientific development and policy implementation.

Master of Management (M.M.)

The main objective of the study programme is to produce professional graduates, competent in the field of business management, independent and able to compete globally. Besides the compulsory courses, students can choose between Capital Market, International Business, Operations Management, Human Resource Management, Financial Management, Marketing Management and Entrepreneurship specialisations.

Type of study programme:

Bachelor programmes: Bachelor of Economics, Bachelor of Management

Master programmes: Master of Economic, Master of Management

Projected study time and number of credits assigned to the study programme:

Bachelor of Economics: 4 years, 8 semesters, 235 ECTS credits (147 SKS credits¹)

Bachelor of Management: 4 years, 8 semesters, 237 ECTS credits (148 SKS credits)

Master of Economics: 2 years, 4 semesters, regular programme: 60 ECTS credits (28 SKS credits); collaboration programme: 65 ECTS credits (41 SKS credits)

Master of Management: 2 years, 4 semesters, 67.2 ECTS credits (42 SKS credits)

¹ *Satuan Kredit Semester* (Semester Credit Units)

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double Degree programme:

Bachelor of Economics: optional

Bachelor of Management: optional

Master of Economics: no

Master of Management: optional

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

Bachelor of Economic: 5 parallel classes - 240 per year

Bachelor of Management: 8 parallel classes - 380 per year

Master of Economics: 2 parallel classes - 60 per year

Master of Management: 3 parallel classes - 150 per year

Programme cycle starts in:

Bachelor of Economics: Summer Semester (August)

Bachelor of Management: Summer Semester (August)

Master of Economics: Summer Semester (August) and Winter Semester (February)

Master of Management: Summer Semester (August) and Winter Semester (February)

Initial start of the programme:

Bachelor of Economics: 1984

Bachelor of Management: 1984

Master of Economics: 2000

Master of Management: 1994

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Universitas Diponegoro Bachelor programme in Economics, Bachelor programme in Management, Master programme in Economics and Master programme in Management was made between FIBAA and Universitas Diponegoro on February 16, 2021. On July 5, 2021 the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI has agreed with the chosen experts. The panel consisted of²:

Prof. Dr. Reinhard Bachmann

University of London, United Kingdom

Professor of International Management (Business Administration, General Management, International Management, Strategic Management, Public Management, Public Policy, Marketing, Human Resource Management, Entrepreneurship, Leadership)

Dr. Fosa Sarassina

Bisnis Universitas Gadjja Mada, Indonesia

Country Expert and Lecturer (Management, Entrepreneurship)

Esther Tabea Schmidt

Hochschule fuer Technik und Wirtschaft des Saarlandes, University of Applied Sciences, Germany

Student of Management and Leadership (M.A.); completed: Business Administration (B.A.)

Robert Schmitz

Tengelmann Audit GmbH, Germany

Head of the Internal Auditing Department of the Tengelmann Group (Auditing, Business Processes, Human Resources Management, Quality Assurance Economics)

Prof. Dr. Barbara Schnieders

European University of Applied Sciences (EUFH), Bruehl, Germany

Professor of European Economics (Economics, International Relations, Sustainability Management)

FIBAA project manager:

Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on September 20, 21, 22 and 23, 2021 via the video conference tool Zoom. The same cluster included an appraisal of the Doctor of Economics Programme (Doktor Ilmu Ekonomi). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

² The names are presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on November 10, 2021. The statement on the report was given up on November 16, 2021. It has been taken into account in the report on hand.

Summary

The **Bachelor of Economics Programme (S.E.), Bachelor of Management Programme (S.M.), Master of Economics Programme (M.E.)** and **Master of Management Programme (M.M.)** offered by Universitas Diponegoro fulfil with few exceptions the FIBAA quality requirements for bachelor and master 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 conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

Bachelor of Economics Programme (S.E.) and Bachelor of Management Programme (S.M.)

The panel members identified need for improvement regarding the following aspect Quality assurance and quality development with respect to contents, processes and outcomes³. They recommend the accreditation on condition of meeting the following requirement:

- Condition:
The University implements an anonymous evaluation form that collects student feedback about the workload for each course (see chapter 5).

Master of Economics Programme (M.E.)

The panel members identified need for improvement regarding the following aspects Professional experience, Study and exam regulation and intercultural aspects and Quality assurance and quality development with respect to contents, processes and outcomes⁴. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1:
The University ensures a transparent selection procedure by defining criteria for evaluating the professional experience of applicants, and implements the corresponding selection procedure in the admission regulations (see chapter 2).
- Condition 2:
The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).
- Condition 3:
The University implements an anonymous evaluation form that collects student feedback about the workload for each course (see chapter 5).

³ These aspects are asterisk criteria which means that they are essential for the study programme.

⁴ These aspects are asterisk criteria which means that they are essential for the study programme.

Master of Management Programme (M.M.)

The panel members identified need for improvement regarding the following aspects Study and exam regulation and Quality assurance and quality development with respect to contents, processes and outcomes⁵. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1:
The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS grading table (see chapter 3.2).
- Condition 2:
The University implements an anonymous evaluation form that collects student feedback about the workload for each course (see chapter 5).

Proof of meeting these conditions is to be submitted by August 25, 2022.

Furthermore, the quality requirement that have not been fulfilled

– Interdisciplinary thinking (see chapter 3.1) –

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 several areas where **all four programmes** could be further developed:

- The panel recommends that the qualification objectives of graduates be specified according to the contents and curricula of the study programmes and should be more oriented on the students' learning outcomes (see chapter 1.1).
- The panel recommends continuing their current development and fostering international aspects in the study programme to increase the graduates' international employability (see chapter 1.2).
- The panel recommends clarifying the admission requirements for each of the degree programmes individually in order to show international students what exactly is required (see chapter 2).
- The panel recommends a transparent and systematic organisation of practical examples which do not depend on the lecturer (see chapter 3.1).
- The panel recommends developing more opportunities to interlink the courses and different subjects within the study programmes (see chapter 3.1).
- The panel recommends overthinking the ambitious obligations to publish the theses afterwards, especially regarding the undergraduate programmes (see chapter 3.1).
- The panel recommends formalising possible additional assignments for students, which are used for grade improvement, in order to ensure transparency (see chapter 3.2).
- The panel strongly recommends setting up systematised measures to recruit international students systematically for each of the four study programmes and

⁵ These aspects are asterisk criteria which means that they are essential for the study programme.

advertising the programmes more internationally (see chapter 3.4).

- With regard to external evaluations on the part of the employers, the panel recommends that first and perhaps also second employers be asked more frequently about the success of the Undip graduates and the extent to which the employees are satisfied/dissatisfied with them (see chapter 5).

Additionally, the panel members identified three areas where the **master programmes** also could be further developed:

- The panel recommends putting a stronger focus on internships, especially when it comes to the students who start their studies without work experience (see chapter 3.1).
- The panel recommends for **Master of Management programme** setting up a whole module on business ethics to further highlight this topic (see chapter 3.1).
- In regard to the distribution of students with working experience and those without into different classes, the panel recommends rethinking this parallel course system, since students can profit from different backgrounds of their fellow students (see chapter 3.3).

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

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

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Information

Information on the Institution

Universitas Diponegoro (UNDIP) is one of the oldest public universities in Indonesia and was established on January 09, 1957. It is located in Semarang, Central Java, Indonesia. Currently, Universitas Diponegoro has eleven faculties, one postgraduate programme, and one vocational school with 56,461 students in total. Since the enactment of the Government Regulation Number 52 of 2015, UNDIP holds the status of Legal Entity State University (PTNBH⁶).

According to the *4 International College & Universities (4ICU) UniRank*, UNDIP was part of the top three universities in Indonesia in 2021, and according to *Times Higher Education (THE) World University Ranking (WUR) 2021*, UNDIP was ranked fourth among nine universities in Indonesia, and was ranked 1001-1200 internationally. In addition, the *QS World University Rankings* ranked UNDIP 801-1000 in 2020.

UNDIP has a strong commitment to improve the quality of education towards global standards by continuously improving the quality of education for its students, increasing the quantity and quality of research and scientific publications, and contributing to society through community services. Therefore, its vision is that “Universitas Diponegoro is to become an excellent research university” nationally and internationally by being in the Top 500 of the QS World University Rankings. To realise this vision, UNDIP set the following goals:

- Organise education to produce excellent and competitive graduates.
- Conduct research-based publications as well as community services that produce publications, Intellectual Property Rights (IPR), textbooks, policies, and technologies, which are effective and efficient by prioritising local culture and resources.
- Developing professionalism, capability, and accountability in a good university governance, and independence in the administration of higher education.

In order to internationalise, UNDIP is opening international class programmes in various study programmes, allocating scholarship opportunities for applicants from abroad through the *Diponegoro Master Scholarship programme (DISS)* and the *Diponegoro Exchange Experience Programme (DEEP)*, and is also cooperating with leading universities in the world to facilitate UNDIP’s students to study abroad and vice versa.

All study programmes under the Faculty of Economics and Business have obtained an “A” (Superior) accreditation from the National Accreditation Board for Higher Education (BAN-PT⁷) of the Ministry of Education and Culture of the Republic of Indonesia.

Bachelor of Economics (S.E.) is one of the study programmes administered under the Faculty of Economics and Business. The programme offers courses in economics and development studies. UNDIP states that the programme is always awarded “A”, the highest score for national accreditation. This achievement continues the tradition of the institution to receive the highest ranking in a five-yearly basis of national accreditation since 1999, and thus

⁶ Perguruan Tinggi Nasional Berbadan Hukum

⁷ Badan Akreditasi Nasional Perguruan Tinggi

places the Bachelor of Economics Universitas Diponegoro among the five high-ranked bachelors of economics programmes in Indonesia. Progressing further from national recognition, the programme is keen to look forward to being internationally recognized, which is in line with the vision of the University. Several attempts have been carried out including (1) encouraging academic staff to pursue international training and international postgraduate study (2) providing resources and incentives to encourage international publications (3) training in the learning method (4) inviting academic fellow from reputable foreign universities; and (5) developing a mutual partnership with reputable universities from around the world to provide double degree programmes and credit transfer system through mutual partnership. Since 2017, the Bachelor of Economics runs an international undergraduate programme where the delivery is conducted fully in English (cf. p. 6 self-evaluation report).

The Master of Economics (M.E.) was established in the year 2000, with the core study being economics and development. In the institutional structure, the Master of Economics is under the Department of Economics and Development Studies, Faculty of Economics and Business, Diponegoro University. With a vision to become a superior study programme based on a strong scientific character, adaptive and responsive to the development of science and technology, the main objective of the study programme is to produce graduates with the competency level of an economist. This study programme continues to develop dynamically; from regional and national levels to the point that now it has accepted international students, both independently and through scholarship schemes, such as the Developing Country Partnership (Kemitraan Negara Berkembang - KNB) scholarship from the Indonesian government and the Diponegoro University internal scholarship, such as Diponegoro Master Scholarships (DIMAS). These efforts are accompanied by the development of the capacity of human resources and professional institutional administration. The majority of academic staff holds Doctoral degrees from abroad such as in Australia, Asia, and Europe (France and the Netherlands). Policy synergy at the level of study programmes, faculties and universities, has resulted in international recognition where the ranking of the university in Time Higher Education (THE) by subject in 2021 is in the 600+ position for Business and Economics (cf. p. 7 self-evaluation report).

The **Master of Management (M.M.)** programme, of Universitas Diponegoro, was established on July 4th, 1994. The School is a subunit of the Department of Management, Faculty of Economics and Business, Universitas Diponegoro. During the first decade after its establishment, the students of the Master of Management Programme were dominated by middle and senior professionals. Nevertheless, due to the increasing demand and trends, the School began to accept fresh-graduate students holding Bachelor Degrees in the 2000s. The performance of the school is also reflected in the inclusion of Universitas Diponegoro in Times Higher education World University Ranking for Business and Management subject. According to UNDIP, the school is the pioneer of Cross-cultural Business Management in Indonesia, having offered the specialisation since 2017 (cf. p. 8 self-evaluation report). Other specialisations offered are: Finance, Marketing, Human Resource Management, Strategic Management, Operation Management, Strategic Management for Public Sector, and Wealth Management.

According to UNDIP, the history of the establishment of the **Bachelor of Management (S.M.)** cannot be separated from the history of the Faculty of Economics and Business (formerly the Faculty of Economics/FE). The Faculty of Economics was established on March 14, 1960 as one of the oldest faculties in Universitas Diponegoro. The Faculty of Economics is a

metamorphosis of the Academy of Commerce, a private university which, based on Government Regulation No. 7/1961, was declared a part of Universitas Diponegoro. At the beginning of its establishment, FE had two majors/study programmes, namely the Corporate programme and the General programme. In 1981, on the advice of the Ministry of Education and Culture, the name of the Corporate programme was changed to become the Management programme and thereafter referred to as the Management Study Program. Starting in 2016, the Bachelor of Management Program has also opened an international class (International Undergraduate Program / IUP) (cf. pp. 8-9 self-evaluation report).

Statistical data

Table 1: Bachelor of Economics - Statistical Data

| | | 2017/2018 | 2018/2019 | 2019/2020 |
|-------------------------------------|--------|-----------|-----------|-----------|
| # Study Places | | 238 | 230 | 268 |
| # Applicants | \sum | 3017 | 3020 | 2197 |
| | f | 1448 | 1419 | 1120 |
| | m | 1569 | 1601 | 1077 |
| Application rate | | 1267.65% | 1313.04% | 819.78% |
| # First-Year Student | \sum | 216 | 237 | 238 |
| | f | 104 | 111 | 121 |
| | m | 112 | 126 | 117 |
| Rate of female students | | 0.481 | 0.468 | 0.508 |
| # Foreign Students | \sum | 1 | 1 | 0 |
| | f | 0 | 0 | 0 |
| | m | 1 | 1 | 0 |
| Rate of foreign students | | 0.00462 | 0.004219 | 0 |
| Percentage of occupied study places | | 90.76% | 103.04% | 88.81% |
| # Graduates | \sum | 91 | 100 | 165 |
| | f | 51 | 56 | 93 |
| | m | 40 | 44 | 72 |
| Success rate | | 95.54% | 92.75% | 97.86% |
| Dropout rate | | 4.46% | 7.25% | 2.14% |
| Average duration of study | | 4y5m | 4y4m | 4y3m |
| Average grade of final degree | | 3.45 | 3.46 | 3.45 |

Table 2: Bachelor of Management - Statistical Data

| | | 2017/2018 | 2018/2019 | 2019/2020 |
|--|----------|------------------|------------------|------------------|
| # Study Places | | 236 | 300 | 340 |
| # Applicants | Σ | 8330 | 10644 | 5877 |
| | f | 3048 | 4790 | 2527 |
| | m | 5282 | 5854 | 3350 |
| Application rate | | 3529,66% | 3548,00% | 1728,53% |
| # First-Year Student | Σ | 246 | 309 | 287 |
| | f | 114 | 179 | 144 |
| | m | 132 | 130 | 143 |
| Rate of female students | | 0,463 | 0,579 | 0,502 |
| # Foreign Students | Σ | 0 | 0 | 0 |
| | f | 0 | 0 | 0 |
| | m | 0 | 0 | 0 |
| Rate of foreign students | | 0 | 0 | 0 |
| Percentage of occupied study places | | 104,24% | 103,00% | 84,41% |
| # Graduates | Σ | 250 | 303 | 267 |
| | f | 120 | 158 | 144 |
| | m | 130 | 145 | 123 |
| Success rate | | 95,42% | 94,10% | 93,03% |
| Dropout rate | | 4,58% | 5,90% | 6,97% |
| Average duration of study | | | 4,39 | 4,41 |
| Average grade of final degree | | | 3,5 | 3,51 |

Table 3: Master of Economics - Statistical Data

| | | 2020 | 2019 | 2018 | 2017 |
|--|---|-------------|-------------|-------------|-------------|
| # Study Places | | 60 | 60 | 60 | 60 |
| # Applicants | ∑ | 42 | 28 | 97 | 77 |
| | f | 21 | 15 | 46 | 38 |
| | m | 21 | 13 | 51 | 39 |
| Application rate | | 70,00% | 46,67% | 161,67% | 128,33% |
| # First-Year Student | ∑ | 32 | 18 | 53 | 41 |
| | f | 14 | 11 | 23 | 19 |
| | m | 18 | 7 | 30 | 22 |
| Rate of female students | | 0,4375 | 0,6111 | 0,4340 | 0,4634 |
| # Foreign Students | ∑ | 5 | 1 | 1 | 0 |
| | f | 2 | 1 | 0 | 0 |
| | m | 3 | 0 | 1 | |
| Rate of foreign students | | 0,1563 | 0,0556 | 0,0189 | 0 |
| Percentage of occupied study places | | 53,33% | 30,00% | 88,33% | 68,33% |
| # Graduates | ∑ | 38 | 10 | 13 | 8 |
| | f | 17 | 3 | 3 | 5 |
| | m | 21 | 7 | 10 | 3 |
| Success rate | | 92,68% | 90,91% | 92,86% | 88,89% |
| Dropout rate | | 7,32% | 9,09% | 7,14% | 11,11% |
| Average duration of study | | 3,7 | 2,5 | 3,7 | 4,17 |
| Average grade of final degree | | 3,60 | 3,66 | 3,41 | 3,54 |

Table 4: Master of Management - Statistical Data

| | | 2016/2017 | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 |
|--|---|-------------|-----------|-----------|-------------|-------------|
| # Study Places | | 150 | 200 | 150 | 150 | 150 |
| # Applicants | ∑ | 250 | 288 | 184 | 187 | 203 |
| | f | 117 | 158 | 95 | 86 | 101 |
| | m | 133 | 130 | 89 | 101 | 102 |
| Application rate | | 166,67% | 144,00% | 122,67% | 124,67% | 135,33% |
| # First-Year Student | ∑ | 167 | 228 | 138 | 130 | 173 |
| | f | 84 | 124 | 72 | 67 | 87 |
| | m | 83 | 1004 | 66 | 63 | 86 |
| Rate of female students | | 0,502994012 | 0,5439 | 0,5217 | 0,5154 | 0,5029 |
| # Foreign Students | ∑ | 2 | 1 | 1 | 2 | 15 |
| | f | 1 | 1 | 0 | 0 | 8 |
| | m | 1 | | 1 | 2 | 7 |
| Rate of foreign students | | 0,0120 | 0,0044 | 0,0072 | 0,015384615 | 0,086705202 |
| Percentage of occupied study places | | 111,33% | 114,00% | 92,00% | 86,67% | 115,33% |
| # Graduates | ∑ | 190 | 159 | 191 | 179 | 138 |
| | f | 88 | 78 | 87 | 81 | 75 |
| | m | 102 | 81 | 104 | 98 | 63 |
| Success rate | | 95,00% | 92,98% | 95,98% | 97,81% | 89,61% |
| Dropout rate | | 5,00% | 7,02% | 4,02% | 2,19% | 10,39% |
| Average duration of study | | 4y8m | 4y6m | 4y5m | 4y2m | 3y6m |
| Average grade of final degree | | 3,29 | 3,36 | 3,37 | 3,42 | 3,76 |

Appraisal

The panel notices that the study places of especially of the Bachelor programmes are sought by many applicants. Only the Master of Economics recorded a sharp drop in applicants in 2019/2020 due to COVID-19. Since the number of applicants increased again in the following year, the panel would only like to point out to keep an eye on the number of applicants and, if necessary, to take appropriate measures to attract more applicants in order to utilise the

majority of the study places. During the assessment, the panel was able to observe that UNDIP admits its students selectively, so that despite the high number of applicants in the other study programmes, not all study places are allocated.

Regarding the average length of study, the Bachelor's programmes show a slightly increased length of study, while in the Master's programmes students take on average twice as long as the standard length of study time. Regarding the Bachelor's programmes, UNDIP explains that most students are struggling with the thesis, and therefore take a little longer than planned. UNDIP addresses this problem by providing students to get special assistance to complete their studies in regular time. The long duration of study in the Master's programmes is explained, among other things, by the fact that, according to UNDIP, about 60 % of the students already work part-time and have a family, so that more time is needed. Regarding these demands, the panel suggests formalising the part-time study track in order to make a respective offer to those students and proposes systematic evaluations on the students' workload (see chapter 3.2 and 5).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk-Criterion)

The Bachelor of Economics, Master of Economics, Master of Management and Bachelor of Management programmes are part of the Faculty of Economics and Business of Universitas Diponegoro with the overall vision to be an entrepreneurial faculty with a leading role in transformative development through research, learning, innovation and collaboration in economics and business. The vision and mission of the Faculty of Economics and Business is in line with the vision and mission of Universitas Diponegoro to produce graduates with the profile of a communicator, professional, leader, entrepreneur, thinker and educator. This is specified in the definition of the following skills and attributes which graduates of all four study programmes should have:

- a) Communicator means graduates can communicate well orally and in writing.
- b) Professional means graduates carry out their work based on applicable ethics, procedures and rules.
- c) Leader means that graduates have the skills to become a leader who is adaptive, honest, brave, caring and fair.
- d) Educator means graduates can become educators or teachers so that they can effect change in society.
- e) Thinker means that graduates are able to think critically so that their thinking can become a reference for the community.
- f) Entrepreneur means graduates are able to seize opportunities independently according to their fields.

Regarding the Bachelor programmes the curriculum is aligned with the Indonesian National Qualifications Framework (KKNI) corresponding to level 6 while the Master programmes corresponds to level 8 and it is also aligned with the National Higher Education Standards (NHES/SNPT⁸).

In addition, programme-specific objectives are formulated for each study programme:

Bachelor of Economics (BE)

The Bachelor of Economics programme aims to provide education in economics that produces graduates who have the profile of an analyst equipped with problem-solving competences. To qualify as an analyst, graduates must master economic theories in microeconomics and macroeconomics. Besides, microeconomic and macroeconomic analytical frameworks are vital in analysing economic issues in various fields (public economics, regional economics, industrial economics, monetary and banking economics, as well as resources and energy economics). An analyst also requires qualifications regarding quantitative methods and research methodologies that are essential for providing robust solutions. Given that the programme aims to produce graduates who have an analyst profile, the programme targets the following objectives:

⁸ *Standar Nasional Perguruan Tinggi*

1. Develop academic programmes with competent and professional lecturers
2. Generate professional, competent, independent and internationally competitive graduates
3. Generate innovative work dedicated to equal society through research and publication, gaining national and international acknowledgment
4. Develop an academic habit in the academic community equipped with entrepreneurial skills with scientific traditions.

Master of Economics (ME)

The Master of Economics study programme is designed to produce graduates with the competency level of an economist, meaning mastering economic theories and empirical applications in certain economic fields, develop science and technology through research both interdisciplinary and multidisciplinary and be adaptive to the dynamics of changes in the economic environment, as well as produce quality academic work that contributes to scientific development and policy implementation. Profiles of graduates of the Master of Economics study programme include academics, researchers, consultants and analysts, with their respective competencies as follows:

Academician: mastering economic theory and empirical analysis well, adaptive and responsive to the development of science and technology and have didactic competence.

Researcher: mastering economic theory, concepts and methods of economic research and their application in empirical research.

Consultant: mastering economic theory, government policies and alternative ideas for solutions to economic development problems.

Analyst: mastering economic theory, able to synergize between theory and the implementation of economic development in a simple perspective that is easily understood by the general public.

To support the profile of these graduates, the Master of Economics study programme curriculum is designed to strengthen the theoretical mastery and methods of economic research. In addition, students are facilitated with academic forums both at the study programme and faculty level.

Master of Management (MM)

The objectives of the Master of Management Programme are as follows:

1. To produce professional graduates, competent in the field of business management, independent and able to compete globally.
2. To produce works in the field of research and community service in accordance with the development of science and technology that can improve the image of the Master of Management programme in the view of stakeholders, both nationally and internationally.
3. Developing academic programmes, such as graduate programmes to improve professionalism, capability and accountability by following the development of science and technology in good governance and independence of university organisers.

Bachelor of Management (BM)

The objectives of the Bachelor of Management study programme are:

1. Organising excellent Management education through an innovative, independent and research-based teaching and learning process.
2. Carrying out research that excels at international standards.
3. Carrying out community service that is oriented to the development of the environment, organisation and entrepreneurship with local wisdom.

Based on the vision and mission of the Bachelor of Management, the objectives of the Bachelor of Management are as follows:

1. Produce graduates with integrity and noble character.
2. Produce graduates with a basis of cutting-edge management knowledge.
3. Produce graduates with managerial and entrepreneurial competencies.
4. Produce research findings in the form of innovative management concepts and models.
5. Produce research findings in the form of concepts and models of applied management based on local wisdom.
6. Produce scientific publications in reputable journals.
7. Generate environmental development models.
8. Produce an entrepreneurial development model.
9. Produce strong startup entrepreneurs.
10. Produce a built business network.
11. Produce a network of partner organisations (Government, private sector, companies, and universities).

Appraisal:

The qualification objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. They are also convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. Nevertheless, the panel has the view that the objectives as well as the profile of the Bachelor and Master programmes could be made clearer considering the different backgrounds of their students. This could be achieved by defining the skills with which the students are equipped when graduating. In order to make the qualification objectives more adequate and clearly understandable, the panel **recommends** that the qualification objectives of graduates be specified according to the contents and curricula of the study programmes and should be more oriented on the students' learning outcomes.

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 qualification 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 ⁹ | | |

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

Bachelor of Economics (BE)

For the vision of Universitas Diponegoro to become a world-class university, the undergraduate programme in Economics continues to strengthen its international orientation, in order to become one of the top five leading study programmes of economics in Indonesia. The programme also targets to become a reputable undergraduate programme in economics at the ASEAN level. Several attempts have been carried out, including (1) encouraging academic staff to pursue international training and international postgraduate studies, (2) providing incentives to encourage international publications, (3) training in learning methodologies, (4) inviting academic fellows from reputable foreign universities as well as (5) developing a mutual partnership with reputable universities from around the world to provide double degree programmes. Since 2017, the programme has conducted an international undergraduate programme, in which the delivery is in English. The programme has held undergraduate double degree programmes with several universities from several countries (Curtin University, Australia; Saxion University, Netherland; MBS Paris 13 and University of Reunion) and the Credit Transfer System (CTS) programme¹⁰ with universities from various countries (University of Malaya (Malaysia), Korea University (South Korea), Curtin University (Australia)).

Master of Economics (ME)

The international orientation of the Master of Economics study programme refers to the policies of the University and faculty in achieving World Class University Research (WCUR), starting from the internal academic environment, especially curriculum design. The courses offered are in accordance with international standards, as well as the use of references: books, articles, journals and reports. Access to subscribed international journals is facilitated by the University, which can be accessed anywhere and anytime. Access to subscription data to support research is facilitated by the faculty, especially data from Bloomberg.

The majority of lecturers in the Master of Economics study programmes have doctoral degrees from abroad, including from Australia, Asia and Europe (France and the Netherland)¹¹. Furthermore, the lecturers have international contacts, both at conference events and individual collaborations, as well as publications in recognised international journals. International orientation is also shown by the presence of foreign students. There are a number of foreign students in the Master of Economics study programme, especially from Africa and Southeast Asia, either through private pathways or scholarships. The international orientation is further strengthened by the Developing Country Partnership (Kemitraan Negara

⁹ All programmes

¹⁰ The students from partner universities are able to get credits that are transferrable in their home universities. The course/s will be acknowledged by both universities and marked in academic transcript when they graduate.

¹¹ see: <https://mie.feb.undip.ac.id/en/academic-staff>, accessed on October 26, 2021

Berkembang - KNB) scholarship facilitated by the Ministry of Research, Technology & Higher Education, of which Diponegoro University is one of the universities being targeted (cf. p. 21 self-evaluation report).

In addition, there is a DISS (Diponegoro International Student Scholarships) programme specifically for classes with English as its language of instruction. These steps are taken to promote the Master of Economics Study Programme at the international level (cf. p.85 self-evaluation report).

Master of Management (MM)

The Master of Management study programme utilises international case studies and references in designing its curriculum. Students are also required to obtain a TOEFL score of 500 or an IELTS score of 6.0 before they are allowed to take the final thesis examination. About 60 percent of the teaching staff has obtained a PhD overseas, while all staff has participated in international activities such as becoming speakers or participating in international seminars and conferences, participating in visiting professor programmes with partner universities abroad and producing articles in qualified international journals. Since 2016, the school has annually recruited international students (see current number of foreign students in Table 4). UNDIP also arranges a series of company visits both around Semarang and abroad. The companies visited consist of multinational companies or companies that are able to market their products overseas (cf. pp. 21 self-evaluation report).

Bachelor of Management (BM)

One implementation of the international orientation of the Bachelor of Management is the International Undergraduate Programme (IUP). The IUP Bachelor of Management concentrates in International Business and is one of the specialisations in the Management programme. It is designed to meet the demands of current and future global competition. All teaching materials are taught in English with a curriculum that is in line with the standards of the world's leading business schools. During courses, students gain theories in classroom teaching and learning activities and innovative networks through internships, business case competitions, job fairs and study groups. All students will also gain experience of being part of a global community through double degree programmes or international student exchanges. Each student has the opportunity to choose one of the programmes offered, namely:

1. Double Degree Programme: (DD) In this programme, students receive two degrees after graduation, namely from the Bachelor of Management FEB Universitas Diponegoro and from partner universities like Curtin University (Australia) or the Saxion University (Netherland). Because the IUP Bachelor of Management curriculum has international standards, the courses that have been taken can be transferred to partner Universities abroad. Students will take half of their study period in the Bachelor of Management FEB (four semesters) and the rest will be taken at partner Universities abroad.

2. Single Degree Program (SD): Single Degree students take lectures in the Bachelor of Management for 7 semesters and are required to have international experiences. It is intended that Single Degree graduates have cross-cultural competence and the ability to adapt to new environments to meet the demands of current and future global competencies. The IUP of the Bachelor of Management is currently collaborating with universities in form of student and staff exchanges in various countries in the world, including: Haaga-Helia University of Applied Sciences (Finland), Saxion University of Applied Sciences (Netherlands), Universite de Nantes (France), Curtin University (Australia), Tunghai University (Taiwan), and Nagoya University (Japan). (cf. pp. 22-23 self evaluation report)

Appraisal:

The study programmes offer the possibility for students to take international aspects into account through, for example, the IUP in the two Bachelor's programmes as well as double degree options with foreign HEIs. The University already implemented scholarships to attract foreign students. The panel appreciates these efforts and the measures taken and encourages UNDIP to go further. Therefore, the panel **recommends** continuing their current development and fostering international aspects in the study programme to increase the graduates' international employability. This would also be in line with UNDIP's ambition to become a world class university.

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

1.3 Positioning of the study programmes

Bachelor of Economics (BE)

The Bachelor in Economics programme is one of the five leading undergraduate programmes in economics in Indonesia based on the assessment by The Higher Education Authority in Indonesia. In addition, The Times higher education impact ranking as the global performance tables that assess universities against UN SDG places Diponegoro University with a Business and Economics field in the rank of 601+.

In terms of prospective applicants, the programme in Economics appears as a high-demand study programme. In 2020, the ratio between applicants and the available capacity was 11:1. The programme has also received international students coming from Malaysia and Madagascar (cf. p. 24 self-evaluation report).

For the Bachelor of Economics programme and based on a survey, 73.4 % of graduates are employed less than six months after graduating. In addition, 80.3 % of graduates stated that the programme supports the competence of the job currently being undertaken (cf. p. 27 self-evaluation report).

The vision of the Bachelor of Economics programme is becoming one of the five best Bachelor of Economics programmes in Indonesia and a Competitive Bachelor of Economics programme in the ASEAN level. UNDIP states that this vision is aligned with the vision of the University and the faculty that is outward-looking through the quality of education improvement. The vision statement is set to bear future challenges in science and technology, business, industry and people. The scope of international competitiveness is currently focused on the level of Southeast Asia in response to the progress of the ASEAN Economic Community (AEC) in which the integration of ASEAN has led to a broader competition in goods and services, capital, investment and educated workforce. The formulation of the vision, mission, objectives and strategic plan are generated through a series of workshops involving academic stakeholders, users and alumni (cf. p. 29 self-evaluation report).

Master of Economics (ME)

UNDIP stated that at the national level, Diponegoro University is always included in the group of ten best Universities according to the ranking issued by the Ministry of Research, Technology and Higher Education (cf. p. 24 self-evaluation report). This ranking also generally describes the position of each faculty and study programme in it, including the Master of Economics study programme. At the national level, the position of the programme in the educational market can be seen from the composition of the students' area of origin consisting of several provinces both on the island of Java and outside Java. To strengthen its position in the market and respond to the increasingly stringent education business in Indonesia, the programme has established special class collaborations, for example with the Ministry of Youth and Sports in 2017 and 2018 in order to improve youth entrepreneurship skills. At the regional level, specifically in the Central Java Province, Diponegoro University is the largest university, automatically becoming one of the main goals for students to continue their studies at a higher level. There are foreign students who join the Master of Economics programme on a regular basis, some from the Developing Country Partnership (Kemitraan Negara Berkembang - KNB) scholarship programme. Strengthening its position at the international level is pursued further with the Diponegoro Master Scholarships (DIMAS) programme in 2020 and the Diponegoro International Student Scholarships (DISS) programme in 2021.¹²

The composition of students in the Master of Economics programme in the last three years consisted of 73.8 % not yet working or fresh graduates from undergraduate and 26.2 % already working. With that, employability can be seen from the perspective of how to obtain a job and how to improve workability after studying in the Master of Economics study programme. As a science-based study programme, the space for job competition is much tighter than applied-based study programmes. Based on tracer study data, responses from alumni who already have jobs stated that, in general, the learning process at the Master of Economics study programme was able to improve their performance both for analysis purposes and in supporting the implementation of public policies. The level of acceptability in the job market, from the data of students who graduated in 2017 - 2020, on average, it takes less than six months to get a job (Cf. p. 27 self-evaluation report).

The Master of Economics study programme has a strategic position as a prerequisite for the existence of an economics study programme at the doctoral level (PhD-level). Not only in line with the vision of the University, but the design of the Master of Economics study programme is also in line and sustainable with the Bachelor and Doctoral study programmes in Economics and therefore of importance for the overall aim of the University.

Master of Management (MM)

The University with its study programme Master of Management has positioned itself as the pioneer of cross-cultural business management, especially Indonesian management, among other higher education institutions in Indonesia. The University offers eight specialisations, namely Cross-cultural Business Management, HRM, Marketing, Operation Management, Finance, Strategic Management, Wealth Management and Public Sector Strategic Management. Despite the vast specialisation options, the University believes that the ability to lead, manage and understand people from different cultures is necessary. In Indonesia, there are more than 33 major ethnicities and hundreds of subcultures who speak different local languages, spreading in thousands of habitable islands of Indonesia. At the same time, the

¹² see: <https://io.undip.ac.id/undipscholarships/>, accessed on October 26, 2021

number of multinational companies operating in Indonesia continues to increase. The diversity of Indonesia is becoming more complex not only due to the large number of local ethnicities, but also due to the increase of foreign workers and expatriates. Therefore, a master programme with special focus to cross-cultural issues and lecturers with a respective research interest in a management programme are in demand and required. The statistical data show that the number of applicants exceeds the number of study places offered (cf. p. 25 self-evaluation report).

Over the years the school has become the postgraduate programme with the highest number of applicants among other postgraduate programmes at Universitas Diponegoro. The establishment of the programme back in 1994 was based on the trend showing that a degree in business is important if a student wants to set their future as professionals or entrepreneurs. Any type of business needs to be managed, thus it was not surprising that the students of the programme came from different backgrounds, e.g., medical background (GP, dentist, hospital management), civil engineer, mining, banking, telecommunication, banking and insurance and from non-profit organisations. After they graduated from the University, most of them would return to their industry. About two thirds of the new students accepted annually are professionals who would like to continue their education and obtain a master degree. Thus, the decision to pursue higher education in the Master of Management programme is to refine their systematic thinking skills and establish a new network. Many of the graduates from professional backgrounds have managed to obtain top managerial positions in national and multinational companies, as well as successful entrepreneurs and politicians. For the students from fresh graduate backgrounds, the quality of the learning process obtained during their study is proven beneficial for them to obtain a reputable job. Graduates could also utilise services provided by UNDIP Career Centre to find the latest information on job offers by companies who partnered with the University (cf. pp. 27-28 self-evaluation report).

The University's vision is to become the best management school with integrity, future orientation and adaptability to change in the domestic and regional area and should be carried out by the Master of Management programme. This is in line with the Universitas Diponegoro's vision to become an excellent research university. The intention is to be adaptive to change and adapt to future trends and demand among higher education institutions. For example, in 2021, the school has managed to implement student's publication as one of the prerequisites for the final thesis application, which is in line with the University's vision. Students are encouraged to produce at least one collaborative work with their thesis supervisor during their studies (cf. p. 30 self-evaluation report).

Bachelor of Management (BM)

The graduates' profiles are entirely directed to compete on a global scale. This is connected with the vision of the Bachelor of Management to become a leading business school in Southeast Asia (international scale). Based on the rankings, one of which is carried out by Times Higher Education (THE) which is one of the most trusted university ranking sites, every year THE releases World University Rankings (WUR) where nationally, the Bachelor of Management of 27 FEB UNDIP ranks 5th nationally in the last three years (Cf. pp. 26-27 self-evaluation report). The statistical data show that the number of applicants in recent years has far exceeded the number of study places offered by the programme (340 study places and 5.877 applications).

The position of the FEB Bachelor of Management in the job market is considered quite strong, since the average waiting time for graduates to get their first job equals 2.97 months. Meanwhile, the percentage of graduates who work in fields that match their expertise = 83 %. The data was obtained through the tracer study of University, collecting data once a year to obtain information about alumni's recent activities, current jobs, waiting period to get a job, skills needed in current jobs and assessments, curriculum, materials and learning methods in the Bachelor of Management programme (cf. pp. 28-29 self-evaluation report).

In an effort to strengthen the position of the Bachelor of Management of FEB, both in the education market and the graduate job market, the Bachelor of Management always develops graduates' abilities including integrity (ethics and morals), expertise based on the field of science (professionalism), English, use of technology information, communication, teamwork and self-development. This has been stated in the Strategic Plan of the Bachelor of Management which was prepared with reference to the Strategic Plan of the Faculty of Economics and Business, the Strategic Plan of Universitas Diponegoro and the Strategic Plan of the Directorate General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia (cf. p. 30 self-evaluation report).

For all study programmes

Universitas Diponegoro collects data on the careers and information on employability of its alumni with the help of a web-based tracer study.¹³ Moreover, questionnaires for alumni are sent through the google form application and distributed through the student's WA Group in each batch.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. The panel remarks that the University may think about pointing out the differences to study programmes of other universities in order to increase their competitiveness on the educational market. During the online conference, the panel learned from the students and graduates that they chose the study programmes because of its good reputation.

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. The data show that the percentage of graduates getting into their first job within six months is quite high in all four study programmes. There are a variety of possibilities offered for the graduates of the programmes. The data are collected via a tracer study. Furthermore, the perspective of companies and other stakeholders is taken into account when reviewing the curricula of the programmes.

The study programme is convincingly integrated into UNDIP's overall strategic concept. The study programmes' qualification goals are in line with the mission and strategic planning of the University. The Bachelor and Master of Economics are part of the strategy with their research focus, one aim being to further qualification to PhD. In addition, the University strives to compete with other HEI by adapting its study programmes to changes and trends in the fields of science.

¹³ see: <https://tracerstudy.undip.ac.id/>

| | | 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 Ministry of National Education provides an admission guideline for new undergraduate students that must be followed by state universities in Indonesia. There are several paths for undergraduate candidates to apply, namely the *National Selection for State University* (SNMPTN¹⁴), the *Joint Entrance Test for State University Admission* (SBMPTN¹⁵), the *High Achieving Student Selection* (SBUB), and the *Independent Selection* (UM). Candidates interested in a Master's degree - the requirement for a Master's Programme is a Bachelor Degree - can apply via the *Independent Selection* for postgraduate. Professional experience is not mandatory for undergraduate applicants, while in a postgraduate programme, applicants may have professional experiences. The requirements for national and international student admission are reflected by the strategic objectives of the study programmes to obtain the best candidates who will complete their studies successfully. For the registration process, applicants are required to have complete documents, such as a diploma or school graduation certificate, report cards, ID Card (KTP), and Family Card (KK).

UNDIP officially regulates the admission requirements in the document 'Regulation of the rector of Universitas Diponegoro number 1 of 2020 on new student admission at Universitas Diponegoro'. The University has several student admission selection paths for undergraduate students:

- National Selection for State University Admission (SNMPTN)
This option is implemented and managed nationally by the Higher Education Entrance Test Institute (HEETI/LTMPT) under the Ministry of Education and Culture of the Republic of Indonesia. Selection is made based on the results of academic achievements and/or portfolios.
- Joint Entrance Test for State Universities (SBMPTN)
This option is carried out by the HHEETI as well and is based on the results of the Computer Based Examination (CBE) test scores.
- High Achieving Student Selection (*Seleksi Bibit Unggul Berprestasi*/SBUB)
This option is based on non-academic portfolio/talent achievements possessed by prospective participants. Talent selection aims to develop the participants' abilities by providing them assistance in talent training and providing access to join national and international competitions.
- Independent Selection (UM) for the Undergraduate Programme
This assessment is based on report cards and CBT exams organized by UNDIP. The decision-maker and board members for the selection of admission are the rector, vice-rectors, Dean, and members of the quality assurance team.

For the International Undergraduate Programme (IUP), a track which uses English as the language of instruction, the goal is to produce graduates who are globally competitive. Interested candidates can register via the UNDIP website. The admission requirements for the IPU are:

¹⁴ Seleksi Nasional Masuk Perguruan Tinggi Negeri

¹⁵ Seleksi Bersama Masuk Perguruan Tinggi Negeri

- Having an Indonesian high school certificate or equivalent, A-level qualification, or an IB qualification¹⁶,
- Taking the Diponegoro English Test (DET) during the entrance exam or a score of around 500 in the TOEFL test,
- Taking the Diponegoro Scholastic Test (DMST).
- Taking a *Written Academic Potential* (TPA)
- Interview in English

English language skills are required for reading study materials as well as understanding lectures taught in English. Therefore, all applicants must take an English language test. For the Bachelor programmes a written test in English is oriented towards understanding a text. UNDIP requires that Bachelor graduates achieve a TOEFL score of at least 400 after graduation.

For the IUP students, English proficiency must be proven through a special English test by UNDIP or a score of around 500 in the TOEFL test and an interview/FGD in English. For the admission in the Master programmes the TOEFL test score must be above 450.

International students need to attach a certificate with a minimum TOEFL score of 525. International students have to have the ability to speak Indonesia 375 UKBI¹⁷ at the end of the third semester. Language courses for Bahasa Indonesia as well as English are available at Undip's Faculty of Cultural Science and are free to access for the students as extracurricular courses.

At the Master level, UNDIP offers the Independent Selection (UM). The assessment is based on the Academic Potential Tests, English test, and study substance test (interview or written). For the interview session, lecturers take part and evaluate the candidates. The results are discussed by the rector, vice-rectors, the quality assurance team and the Dean.

International Admission:

- The *Diponegoro Master Scholarship* (DISS) is a special admission selection for prospective international students who are awarded scholarships from UNDIP. The selection is based on the academic portfolio and the TOEFL score. The target group are prospective students from various countries, especially those from developing countries in Asia.
- The *Diponegoro Exchange Experience Programme* (DEEP) is designed to accommodate international students from both partner and non-partner Higher Education Institutions/Universities around the globe to study one semester at UNDIP.

On the website of UNDIP, prospective students can find information on the admissions process, such as application requirements and registration procedures, as well as on the costs, and type of required tests. Further, Universitas Diponegoro provides counselling by student counselling services and other help centres for prospective students e.g. to clarify specific questions on scholarships, the administrative and technical requirements of required tests, and career perspectives. A personal consultation is provided during office hours (8am to 2pm),

¹⁶ The International Baccalaureate Diploma (IB Diploma) is a school-leaving qualification awarded by the Geneva-based private International Baccalaureate Organisation (IB Organisation). The IB Diploma is a general education school-leaving qualification and comprises a two-year Diploma Programme.

¹⁷ Uji Kemahiran Berbahasa Indonesia (UKBI) is a test of Indonesian language proficiency.

either in person, by phone, email, WhatsApp, or online chat. UNDIP also provides advice to prospective applicants at high schools or other exhibition events.

All admissions of new students from within or outside Indonesia are conducted centrally at the University. The test management is carried out by a committee appointed by the Rector of UNDIP. This committee's tasks include the preparation, implementation, and results management of the tests. UNDIP is responsible for the transparency and documentation of procedures as well as for admissions decisions on special tests that are held by the HEI. The data of the results is submitted to the management to be discussed with the Deans to make a decision. The results of the decision are then stated in a Rector Decree which can be accessed online though not everyone can access the test results. To facilitate the implementation and to maintain the quality, Standard Operating Procedures (SOP's) have been developed for all admissions pathways. Admission procedures are documented and accessible by interested parties; admission decisions are based on transparent criteria and communicated in writing.

Master of Economics (ME)

Professional experience is part of the requirements in the selection process for the Master of Economics Programme. UNDIP states that, although it is not mandatory for admission, working experience and the field of work become an additional requirement for candidates who have bachelor degrees in a different study field. Within the selection procedure, professional experience of the applicants is discussed in an interview. This additional requirement is not specifically stated in the academic regulation (Rector Regulation 5/2020), and can be accessed at UNDIP's website as well as UNDIP's registration system¹⁸.

Appraisal:

The panel has the view that the admission procedure for the programmes are regulated and conducted in compliance with the requirements of the Indonesian Higher Education Law. The admission requirements are clearly defined. The national requirements are presented and taken into account.

UNDIP has clearly regulated the admission requirements for all programmes. Despite the various access options, UNDIP is very selective about who is admitted. This was also confirmed to the panel by the statistical data (see chapter 0). According to this data, not the maximum capacity is admitted, but only those students who meet the admission requirements.

In terms of selection procedure, it is a nationally centralised process, so there is clear transparency. The panel points out, however, that the processes could be too complicated to understand for external parties and thus possibly for students from abroad due to the various admission options. Therefore the panel **recommends** clarifying the admission requirements for each of the degree programme individually in order to show international students what exactly is required.

Applicants receive a letter if they have not been accepted. In doing so, the government commits to communicating the response, thus it is based on transparent criteria and communicated in writing, according to the panel.

¹⁸ <https://pmb.undip.ac.id/syarat-magister/>

The admission requirements as well as extracurricular language courses ensure that students are able to successfully complete the study programme.

Master of Economics

The selection regulations regarding the professional experience, which is examined for Bachelor graduates from other fields of study, are not embedded in a transparent procedure. Although this additional requirement is listed on UNDIP's admission website, there are no official regulations showing how the professional experience of applicants is to be evaluated and what weighting is given to the professional experience in order to guarantee a transparent and equal admission procedure. Therefore, the panel recommends the following **condition**:

The University ensures a transparent selection procedure by defining criteria for evaluating the professional experience of applicants, and implements the corresponding selection procedure in the admission regulations.

| | | 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) | | | | condition | BE, BM, ME, MM |
| 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

For all study programmes

The naming of study programmes and degrees is regulated by the Ministry of Research, Technology and Higher Education (Permenristekdikti), especially in Number 33 of 2018 concerning Naming of Study Programmes in Higher Education and Permenristekdikti Number 59 of 2018 concerning Degrees and Procedures for Writing Degrees. This Regulation determines the name of the study programmes in Bahasa Indonesia considering the curriculum, content and structure, as well as possible specialisations, and also prescribes the English translation. According to these regulations, the names and degrees for the two Bachelor programmes are Bachelor in Economics (S.E.) and Bachelor in Management (S.M.). The two Master study programmes are therefore named Master of Economics (M.E.) and Master of Management (M.M.).

Bachelor of Economics (BE)

The Bachelor of Economics is currently applying the 2017 Curriculum legalised by the Rector Decree No. 715/UN/P/HK/2017. The curriculum was set as an adjustment to the 2012 curriculum aligned with the Indonesian National Qualifications Framework for the National Higher Education Standards¹⁹. In the curriculum, the total number of courses is 66 courses (46 compulsory courses and 20 electives) and as a graduation requirement, students are required to take 147 national SKS credits (Semester Credit System). The curriculum of the Economics study programme is as follows:

¹⁹ Article 29 of the Higher Education Law 12/2012 and Presidential Regulation No. 8 of 2012 concerning the Indonesian National Qualifications Framework as outlined in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 73 of 2013 concerning the Implementation of the National Qualifications Framework for Higher Education

Table 5: Curriculum – Bachelor of Economics

| N O | CODE | COURSE NAME | CREDITS |
|----------------|-------------|---------------------------------------|----------------|
| | | SEMESTER 1 | |
| 1 | UNW11-201 | Religion Teaching | 2 |
| 2 | UNW11-206 | Indonesian Language | 2 |
| 3 | ESP21-401 | Mathematics For Economics I | 3 |
| 4 | ESP21-301 | Introduction to Microeconomics Theory | 3 |
| 5 | ESP21-304 | Introduction to Macroeconomics Theory | 3 |
| 6 | EMJ21-300 | Introduction to Management | 3 |
| 7 | EMJ21-400 | Introduction to Business | 3 |
| 8 | EAK 21-310 | Introduction to Accounting I | 3 |
| | | TOTAL SEMESTER CREDITS | 22 |
| | | SEMESTER 2 | |
| 1 | UNW11-207 | Physical Education/Sport | 1 |
| 2 | UNW00-006 | English Language Course | 2 |
| 3 | ESP21-402 | Mathematics For Economics II | 3 |
| 4 | ESP21-403 | Economic Statistics I | 3 |
| 5 | EAK21-320 | Introduction to Accounting II | 3 |
| 6 | ESP21-302 | Microeconomics Theory I | 3 |
| 7 | ESP21-305 | Macroeconomics Theory I | 3 |
| 8 | ESP21-320 | Monetary Economics | 3 |
| | | TOTAL SEMESTER CREDITS | 21 |
| | | SEMESTER III | |
| 1 | ESP21-404 | Statistics For Economics II | 3 |
| 2 | ESP21-303 | Microeconomic Theory II | 3 |
| 3 | ESP21-306 | Macroeconomic Theory II | 3 |
| 4 | ESP21-315 | International Economics I | 3 |
| 5 | ESP21-311 | Development Economics I | 3 |
| 6 | ESP21-325 | Public Economics I | 3 |
| 7 | ESP21-451 | Cooperative Economics | 3 |
| | | TOTAL SEMESTER CREDITS | 21 |
| | | SEMESTER IV | |
| 1 | ESP21-407 | Econometrics I | 3 |
| 2 | ESP21-336 | Agricultural Economics | 3 |
| 3 | ESP21-316 | International Economics II | 3 |
| 4 | ESP21-312 | Development Economics II | 3 |
| 5 | ESP21-335 | Human Resource Economics | 3 |
| 6 | ESP21-326 | Public Economics II | 3 |
| 7 | ESP21-331 | Industrial Economics I | 3 |
| | | TOTAL SEMESTER CREDITS | 21 |
| | | SEMESTER V | |
| 1 | ESP21-409 | Research Methodology | 3 |
| 2 | ESP21-408 | Econometrics II | 3 |

| | | | |
|---------------------------|-----------|---|------------|
| 3 | ESP21-454 | Project Evaluation | 3 |
| 4 | ESP21-337 | Regional Economics | 3 |
| 5 | ESP21-321 | Monetary Economics II | 3 |
| 6 | ESP21-333 | Resource And Environmental Economics I | 3 |
| 7 | ESP21-452 | Population Analysis | 3 |
| | | TOTAL SEMESTER CREDITS | 21 |
| | | SEMESTER VI | |
| 1 | ESP21-456 | History Of Economic Thoughts | 3 |
| 2 | ESP21-405 | Quantitative Methods and Economics Planning | 3 |
| 3 | ESP21-453 | Institutional Economics | 3 |
| 4 | UNW00-007 | Entrepreneurship | 2 |
| 5 | ESP21-339 | Indonesian Economy | 3 |
| 6 | | Elective Course 1 | 3 |
| 7 | | Elective Course 2 | 3 |
| | | TOTAL SEMESTER CREDITS | 20 |
| | | SEMESTER VII | |
| 1 | UNW00-003 | Civic Education | 2 |
| 2 | UNW00-002 | Pancasila Education | 2 |
| 3 | UNW00-008 | Internship/Community Work | 3 |
| 4 | ESP21-410 | Business Law | 2 |
| 5 | | Elective Course 3 | 3 |
| 6 | | Elective Course 4 | 3 |
| | | TOTAL SEMESTER CREDITS | 15 |
| | | SEMESTER VIII | |
| 1 | ESP21-599 | Thesis | 6 |
| | | TOTAL SEMESTER CREDITS | 6 |
| | | TOTAL CREDITS | 147 |
| ELECTIVE COURSES | | | |
| REGIONAL ECONOMICS | | | |
| 1 | ESP21-501 | Urban Economics | 3 |
| 2 | ESP21-338 | Regional Development Economics | 3 |
| 3 | ESP21-503 | Tourism Economics | 3 |
| 4 | ESP21-531 | Seminar in Regional Economics | 3 |
| | | SUB TOTAL | 12 |
| PUBLIC ECONOMICS | | | |
| 1 | ESP21-506 | Taxation Economics | 3 |
| 2 | ESP21-507 | Public Sector Economics | 3 |
| 3 | ESP21-504 | Fiscal Federalism | 3 |
| 4 | ESP21-532 | Seminar In Public Economics | 3 |
| | | SUB TOTAL | 12 |
| RESOURCE ECONOMICS | | | |
| 1 | ESP21-334 | Resource And Environmental Economics II | 3 |
| 2 | ESP21-510 | Energy Economy | 3 |
| 3 | ESP21-509 | Rural And Agricultural Development | 3 |
| 4 | ESP21-533 | Seminar In Resources Economics | 3 |
| | | SUB TOTAL | 12 |
| INDUSTRI | | | |
| AL ECONOMICS | | | |
| 1 | ESP21-332 | Industrial Economics II | 3 |
| 2 | ESP21-513 | Regulation Economy | 3 |
| 3 | ESP21-511 | Agrobusiness | 3 |
| 4 | ESP21-534 | Seminar In Industrial Economics | 3 |
| | | SUB TOTAL | 12 |
| MONETARY ECONOMICS | | | |
| 1 | ESP21-514 | International Monetary Economy | 3 |
| 2 | ESP21-516 | Banks And Non-Bank Financial Institutions | 3 |
| 3 | ESP21-515 | Central Banking | 3 |
| 4 | ESP21-535 | Seminar In Monetary Economics | 3 |
| | | SUB TOTAL | 12 |

The students will have to take 147 SKS credits, which consist of:

1. Compulsory Subjects = 129 SKS credits
2. Electives Subjects = 12 SKS credits
3. Thesis = 6 SKS credits

The undergraduate programme in Economics is structured to produce graduates who are proficient in economic theory and sound analytical methodology. Knowledge of economic theory as well as sound analytical and methodological skills allow graduates to conduct studies on micro and macro-economic problems, formulate recommendations and make decisions, as well as solve problems. The graduates in Bachelor of Economics are expected to be analysts with major competencies: (1) Mastering theoretical concepts of economics and theoretical concepts in specific fields of economics in-depth; and (2) applying study, making designs, utilising science and technology and solving problems. Competencies are arranged as future-oriented and global-oriented to master the theory and methodology of economic settlement regarding global issues, communication skills, the ability to improve the quality of people's lives, internalisation of values, norms, academic ethics, the spirit of independence and entrepreneurship. In addition, several courses have been prepared by incorporating the latest analysis tools (software) and analysis tasks based on case studies. The Bachelor of Economics study programme curriculum is evaluated periodically and adjusted to the demands of the market and scientific developments. Given the programme objectives, the curriculum is composed of compulsory and elective courses which are grouped into five areas of interest, namely: (1) regional economics, (2) public economics, (3) resource economics, (4) industrial economics and (5) monetary economics.

The integration between theory and practice can be seen from the composition of learning in Bachelor of Economics. The courses are designed not only to be theoretical, but also to be combined with practice. There are 29 courses, of which 43 % are theoretical courses, while the other 57 % combine theory and practice. In implementing learning activities, the lecturers share their knowledge interactively using problem-based learning and case study methods, so the students are required to actively participate in critical, analytical and comprehensive thinking on various problems and cases given in learning. In addition, practical learning components are found in several courses, such as project evaluation, quantitative and planning methods, econometrics, population analysis and seminars.

Table 6: Theory and Practice in Bachelor of Economics

| | Skill | Practical Objective | Course Samples |
|---|---|--|---|
| 1 | Analytical skill for economic issues based on economic theory mastery | mastery in economic theories as to the underlying framework in understanding analysis economic problem | Microeconomics, Macroeconomics, Public economics, monetary economic |

| | | | |
|---|--|--|--|
| 2 | Problem-solving skill for solution | Mastery in economic methodology, including econometric for problem-solving and policy recommendation | Research Methodology, econometrics |
| 3 | Planning, Monitoring and evaluation skill for economic project | Mastery in planning, monitoring, evaluation method, and related subject for economic project | Quantitative Methods and Economic Planning, Project Evaluation |

Learning is implemented with various strategies and methods that encourage students to think critically, explore, create and experiment by Implementation of the active-didactic learning strategy that integrates knowledge and skills through the learning method of lectures, discussions, group presentations, field assignments, and case studies.

Students have the opportunity to develop practical experience and knowledge through research and internships. Students can be involved in research managed by the lecturers and are also actively encouraged to participate in scientific competition activities such as participating in the Student Creativity Programme held by the Higher Education, the Ministry of Education and Culture and activities organised by various universities and institutions outside UNDIP. Internship programmes in various agencies or institutions are mandatory programmes that students must undertake before completing their studies. They are also required to conduct scientific publications as one of the requirements for graduation.

The programme is oriented towards an interdisciplinary way of thinking, as economics is an interface in the research landscape. Therefore, the courses offered also enhance interdisciplinary qualifications such as development economics, new institutional economics, public economics, natural resources and environmental economics. In addition, lecturers and practitioners come from various disciplines (management, law, linguistics, accounting), which are expected to support interdisciplinary competencies.

Scientific methods and practices are incorporated into the curriculum through courses, economic statistics, econometrics, quantitative methods and economics of planning, project evaluation and research methodology (21 SKS credits or equivalent to 33.6 ECTS credits). To have critical thinking skills, the students are encouraged to write in a structured manner and use statistical analysis. Furthermore, the study programme organises academic writing training and analytical methods training.

Master of Economics (ME)

The curriculum of the Master of Economics study programme is valid for four years. After the validity period expires, a review of the curriculum will be conducted to be adjusted or changed following the dynamics of the development of the academic world and government policies. The current curriculum in the Master of Economics study programme accommodates two programmes, namely: the regular programme and the collaboration programme, in which each has 38 SKS credits (equal to 60 ECTS credits) and 41 SKS credits (equal to 65 ECTS credits). The regular programme curriculum is designed for the achievement of a science-based Master of Economics (ME). Meanwhile, the collaboration programme curriculum is designed for the achievement of a Master of Economics (ME) degree with special expertise, specifically on youth entrepreneurship. Therefore, a special class with the mission of entrepreneurship capability improvement for the young generation by the Master of Economics study programme

and the Ministry of Youth and Sports has been implemented. The curriculum of the Master of Economics study programme is designed as follows:

Table 7: Curriculum – Regular Programme in Master of Economics

| Semester 1 | | | |
|---|-------------|---------------------------------|-----------|
| No. | Code | Courses | CP |
| 1 | ESP 22 603 | Development Economics III | 3 |
| 2 | ESP 22 604 | Microeconomics III | 3 |
| 3 | ESP 22 607 | Macroeconomics III | 3 |
| Semester 1 CP | | | 9 |
| Semester 2 | | | |
| No. | Code | Courses | CP |
| 1 | ESP 22 709 | Econometrics III | 3 |
| 2 | ESP 22 710 | Research Methodology | 3 |
| 3 | ESP 22 609 | Institutional Economics | 3 |
| 4 | ESP 22 789 | Empirical Economic | 3 |
| Semester 2 CP | | | 12 |
| Semester 3 | | | |
| (Elective and Concentration Courses) | | | |
| No. | Code | Courses | CP |
| Regional Economics | | | |
| 1 | ESP 22 630 | Regional Economics | 3 |
| 2 | ESP 22 631 | Regional Development Management | 3 |
| 3 | ESP 22 632 | Development Planning | 3 |
| Publics Economics | | | |
| 1 | ESP 22 620 | Public Economics III | 3 |
| 2 | ESP 22 621 | Development Financing | 3 |
| 3 | ESP 22 623 | The Economic of Public Sector | 3 |
| Natural Resources Economics | | | |
| 1 | ESP 22 640 | Maritime Economics | 3 |
| 2 | ESP 22 641 | Energy Economics | 3 |
| 3 | ESP 22 642 | Natural Resources Management | 3 |
| Economic Planning | | | |
| 1 | ESP 22 650 | Strategic Planning | 3 |
| 2 | ESP 22 651 | Planning Analysis Method | 3 |
| 3 | ESP 22 652 | Public Policy | 3 |
| Semester 3 CP (Maximum) | | | 9 |
| Semester 4 | | | |
| No. | Code | Courses | CP |
| 1 | ESP 22 799 | Thesis | 8 |
| Semester 4 CP | | | 8 |
| Total Credit Points (CP) = 38, or equal to 60 ECTS | | | |

Table 8: Curriculum – Collaboration Programme in Master of Economics

| Semester 1 | | | |
|---|-------------|-------------------------------------|-----------|
| No. | Code | Courses | CP |
| 1 | ESP 22 603 | Development Economics III | 3 |
| 2 | ESP 22 604 | Microeconomics III | 3 |
| 3 | ESP 22 607 | Macroeconomics III | 3 |
| 4 | ESP 22 706 | Quantitative & Qualitative Analysis | 3 |
| Semester 1 CP | | | 12 |
| Semester 2 | | | |
| No. | Code | Courses | CP |
| 1 | ESP 22 710 | Research Methodology | 3 |
| 2 | ESP 22 660 | Industrial Economics II | 3 |
| 3 | ESP 22 661 | Public Policy | 3 |
| 4 | EMJ 22 690 | Entrepreneurship II | 3 |
| Semester 2 CP | | | 12 |
| Semester 3 | | | |
| No. | Code | Courses | CP |
| 1 | EMJ 22 660 | Strategic Planning | 3 |
| 2 | EMJ 22 620 | Strategic Marketing | 3 |
| 3 | EMJ 22 633 | Risk Management II | 3 |
| Semester 3 CP (Maximum) | | | 9 |
| Semester 4 | | | |
| No. | Code | Courses | CP |
| 1 | ESP 22 799 | Thesis | 8 |
| Semester 4 CP | | | 8 |
| Total Credit Points (CP) = 41, or equal to 65 ECTS | | | |

In general, learning activities in the first semester are designed for theoretical deepening, especially the three main courses as the basis of universally applicable economics. The second semester is designed to deepen analytical tools in economics and research skills, especially empirical research. The third semester is provided for electives and specialisation courses. There are differences in the specialisations in each curriculum due to academic dynamics. Finally, the fourth semester is focused on the preparation and completion of the thesis. The publication obligation as a graduation requirement has been in place since 2017.

To realise the integration between theory and practice, every course in the Master of Economics curriculum is designed to be "end to end". That is, the discussion of a theory must be followed by a form of application and implementation (policy). With this design, students are expected to have comprehensive and in-depth knowledge. The integration between theory and practice is represented in several skills that are targeted to be possessed by the students, as can be seen in the following table:

Table 9: Theory and Practice in Master of Economics

| Expected Skills | Practical Objectives | Courses Involved (Samples) | Example Case |
|-------------------------------------|--|-----------------------------|--|
| Analytical ability (theory/concept) | Able to master, understand and differentiate theories/concepts in economics. | Macroeconomics | Growth Theory: Application for calculating sources of economic growth. |
| | | Microeconomics | |
| | | Development Economics | |
| Policy analysis skills | Able to analyze government policies (the advantages/disadvantages) | Microeconomics | Analysis of Fuel Subsidy Policy in Indonesia |
| | | Development Economics | |
| | | Public Economics | |
| Research ability | Able to apply research methods (applied & empirical) | Research methodology | Thesis |
| | | Econometrics | |
| | | Development Economics | |
| Problem-solving ability | Able to provide alternative solutions to economic problems in the community. | Development Economics | Research for the empowerment of coastal communities |
| | | Natural Resources Economics | |
| Scientific publication ability | Able to produce scientific publications from research findings. | Research methodology | The obligation of scientific publication |
| | | Econometrics | |
| | | Empirical economic | |

To realise this integration, the teaching delivery process in the Master of Economics study programme adopts a combination approach between lecture, discussion and collaborative work approach with skill-building activities. The students are the center of the learning process.

Interdisciplinary thinking is an integral part of the course composition and curriculum design of the Master of Economics study programme. For example, the discussion of poverty in Development Economics theory is an inseparable part of inclusive economic growth and the level of economic growth is highly dependent on the quality of the institutions and bureaucracy. This reflects connectivity between Development Economics, Macroeconomics and Institutional Economics courses. On the other hand, poverty is a sociological phenomenon, while political aspects influence institutional quality. In other words, the students will study across disciplines: economics, sociology and politics.

Methodological competencies and the ability to do scientific work are implemented in the curriculum and various scientific forums outside of the learning activities. The curriculum consists of courses on research methodology, econometrics and empirical economics as the basis for scientific methodological abilities. In addition, a review of scientific articles becomes a part of each course. Furthermore, the students are required to produce scientific publications or attend scientific conferences under the supervision of their lecturers. Scientific training is also conducted with particular themes, such as econometrics, research methods, and scientific

publications to anticipate the dynamics of scientific development. The faculty also provide regular scientific study forums. . After completing the thesis writing process, the students are required to produce scientific publications based on their thesis research, under the guidance of the thesis advisor.

Master of Management (MM)

The curriculum of the Master of Management is as follows:

Table 10: Curriculum – Master of Management

A. Pre-Master Courses

| | CODE | SUBJECT | SKS | ECTS |
|----------|-------------|---|------------|-------------|
| 1 | EMJ 22 600 | Introduction to Management and Business Communication | 3 | 4.8 |
| 2 | EMJ 22 601 | Introduction to Research Philosophy | 3 | 4.8 |
| 3 | EMJ 22 602 | Statistics for Manager | 3 | 4.8 |
| 4 | EMJ 22 603 | Introduction to Economics for Manager | 3 | 4.8 |
| 5 | EMJ 22 604 | Soft Competence: | 0 | 0 |
| | | 1. Leadership and Personal Development | | |
| | | 2. Data collection techniques for Quantitative, Qualitative and Mix Methods | | |
| | | 3. Data analysis techniques for Quantitative, Qualitative and Mix Methods | | |
| | | 4. Anti-plagiarism training, Referencing, Statistical Software | | |

B. Semester I Courses

| | CODE | SUBJECT | SKS | ECTS |
|----------|-------------|--|------------|-------------|
| 1 | EMJ 22 610 | Marketing Management III | 3 | 4.8 |
| 2 | EMJ 22 611 | Finance Management III | 3 | 4.8 |
| 3 | EMJ 22 612 | Human Resource Management and Ethical Leadership | 3 | 4.8 |
| 4 | EMJ 22 613 | Operations Management III | 3 | 4.8 |
| 5 | EMJ 22 614 | Cross-cultural Strategic Management | 3 | 4.8 |

C. Semester II Courses

| | CODE | SUBJECT | Specialization | SKS | ECTS |
|----|------------|---|------------------------------------|-----|------|
| 1 | EMJ 22 615 | Problem Solving and Decision Making | All specialization | 3 | 4.8 |
| 2 | EMJ 22 616 | Research Project I | All specialization | 3 | 4.8 |
| 3 | EMJ 22 640 | Organizational Behavior | HRM | 3 | 4.8 |
| 4 | EMJ 22 641 | Compensation Management II | HRM | 3 | 4.8 |
| 5 | EMJ 22 620 | Strategic Marketing | Marketing | 3 | 4.8 |
| 6 | EMJ 22 621 | Consumer Behavior | Marketing | 3 | 4.8 |
| 7 | EMJ 22 630 | Portfolio and Investment Management | Finance | 3 | 4.8 |
| 8 | EMJ 22 631 | Business Planning and Budgeting | Finance | 3 | 4.8 |
| 9 | EMJ 22 670 | Operational Performance Planning and Evaluation | Public Sector Strategic Management | 3 | 4.8 |
| 10 | EMJ 22 671 | Investment and Portfolio Management for Public Sector | Public Sector Strategic Management | 3 | 4.8 |
| 11 | EMJ 22 660 | Strategic Planning | Strategic Management | 3 | 4.8 |
| 12 | EMJ 22 661 | Competitive Advantage Strategy | Strategic Management | 3 | 4.8 |
| 13 | EMJ 22 650 | Supply Chain Management II | Operations Management | 3 | 4.8 |
| 14 | EMJ 22 651 | Quality Management | Operations Management | 3 | 4.8 |
| 15 | EMJ 22 680 | Cross-cultural Marketing Management | Cross-cultural Management | 3 | 4.8 |
| 16 | EMJ 22 681 | Cross-cultural Human Resource Management | Cross-cultural Management | 3 | 4.8 |
| 17 | EMJ 22 684 | Wealth Protection and Investment Decision (WPID) | Wealth Management | 3 | 4.8 |
| 18 | EMJ 22 685 | Strategic Analysis for Wealth Management (SAWM) | Wealth Management | 3 | 4.8 |

D. Semester III Courses (For subject with asterisk, students choose 2 out of 4 subjects)

| | CODE | SUBJECT | Specialization | SKS | ECTS |
|----|------------|---|------------------------------------|-----|------|
| 1 | EMJ 22 617 | Research Project II | All specialization | 3 | 4.8 |
| 2 | EMJ 22 622 | Selling and Distribution Management* | Marketing | 3 | 4.8 |
| 3 | EMJ 22 623 | Brand Management and Product Portfolio Analysis* | | 3 | 4.8 |
| 4 | EMJ 22 624 | E-Business* | | 3 | 4.8 |
| 5 | EMJ 22 625 | International Marketing Management* | | 3 | 4.8 |
| 6 | EMJ 22 642 | Training and Development II* | Human Resource Management | 3 | 4.8 |
| 7 | EMJ 22 643 | Labor Relations II* | | 3 | 4.8 |
| 8 | EMJ 22 644 | HRM Planning* | | 3 | 4.8 |
| 9 | EMJ 22 645 | Emotional Intelligence* | | 3 | 4.8 |
| 10 | EMJ 22 632 | Asset and Liabilities Management II* | Finance | 3 | 4.8 |
| 11 | EMJ 22 633 | Risk Management II* | | 3 | 4.8 |
| 12 | EMJ 22 634 | Sharia Banking II* | | 3 | 4.8 |
| 13 | EMJ 22 635 | Future and Option II* | | 3 | 4.8 |
| 14 | EMJ 22 672 | Service Quality Management for Public Sector* | Public Sector Strategic Management | 3 | 4.8 |
| 15 | EMJ 22 673 | Diversity Management* | | 3 | 4.8 |
| 16 | EMJ 22 663 | Organizational Development and Innovation Management* | | 3 | 4.8 |
| 17 | EMJ 22 665 | Organizational & Environmental Audit* | | 3 | 4.8 |
| 18 | EMJ 22 662 | Business Portfolio Analysis* | Strategic Management | 3 | 4.8 |
| 19 | EMJ 22 663 | Organizational Development and Innovation Management* | | 3 | 4.8 |
| 20 | EMJ 22 654 | Project Management* | | 3 | 4.8 |
| 21 | EMJ 22 665 | Organizational & Environmental Audit* | | 3 | 4.8 |
| 22 | EMJ 22 652 | Operation Management for Service Sector II* | | 3 | 4.8 |
| 23 | EMJ 22 653 | Warehouse Management II* | Operations Management | 3 | 4.8 |
| 24 | EMJ 22 654 | Project Management* | | 3 | 4.8 |
| 25 | EMJ 22 655 | Maintenance Management* | | 3 | 4.8 |
| 26 | EMJ 22 682 | Cross-cultural Organizational Behavior* | Cross-cultural Management | 3 | 4.8 |
| 27 | EMJ 22 683 | Micro Finance* | | 3 | 4.8 |
| 28 | EMJ 22 643 | Labor Relations II* | | 3 | 4.8 |
| 29 | EMJ 22 645 | Emotional Intelligence* | Wealth Management | 3 | 4.8 |
| 30 | EMJ 22 686 | Managing Pension and Wealth Distribution (MPWD) | | 3 | 4.8 |
| 31 | EMJ 22 633 | Risk Management II | | 3 | 4.8 |

E. Semester IV Courses

| | CODE | SUBJECT | SKS | ECTS |
|---|------------|--|-----|------|
| 1 | EMJ 22 619 | Thesis | 6 | 9.6 |
| 2 | EMJ 22 618 | Thesis Supporting Lectures: 1. Mix Method Research 2. Quantitative Method 3. Qualitative Method | 0 | 0 |
| 3 | EMJ 22 700 | Company Visit, National & International Conference | 0 | 0 |

The curriculum of the Master of Management programme is designed to be completed in four semesters with a total of 42 SKS credits or 67.2 ECTS credits. The establishment of the curriculum was based on the continuous improvement principle while considering the trend in business, employment, globalisation and competition with other higher education institutions. At least every three years, the school would make major revisions on its curriculum during the annual curriculum workshop. The workshop was led by the Head of the University, while involving the Rector, the Dean, the Head of Department of Management, lecturers, non-academic staff, student representatives and industry representatives. The meeting would result in the new draft of curriculum, which would be adopted normally in the next new student admission. The curriculum was set according to the opinion of stakeholders, e.g., the establishment of the cross-cultural business management specialisation for an intercultural competence in the current globalisation era. In designing its curriculum, the University has paid attention to combining theory and practice effectively in line with its mission statement and following the current trends in management education and research. All subjects offered in Semester I (Marketing Management, Human Resources Management, Finance Management, Operations Management and Strategic and Cross-Cultural Management) combined theory and practice since the lecturers are from the professional field as well. Each specialisation has six electives.

All courses offered by the school have emphasis on both theoretical and practical content where the students learn from national and international case studies, as well as from the other students who presented a case study of their workplace. Some of these case studies were used as the student's thesis topic. As an example, one student who currently sits on the Regional Board of Notary Association helps another student to conduct research on the Notary industry that faces increased challenges nowadays.

Table 11: Theory and Practice in Master of Management

| Expected Skills | Practical Objectives | Courses Involved (Samples) | Example Case |
|-------------------------------------|--|--|--|
| Analytical ability (theory/concept) | Able to understand, master, and distinguish theories/concepts in management science. | Marketing Management, Finance, HRM, Cross-cultural Strategic Management | Implicit Leadership Theory: people from different cultural backgrounds will have their own perception regarding effective/non-effective, good/bad leaders. |
| Analysis ability | Able to analyze market trends, government policies, organizational situations, and their impact on employees or the industry | Labor Relations II, Risk Management II, Cross-cultural Organization Behavior | Omnibus Law Analysis of Employment Conditions in Indonesia |
| Research ability | Able to apply research methods (applied & empirical) | Research Philosophy | Thesis |
| | | Research Project I | |
| | | Research Project II | |
| | | Thesis | |
| Problem solving ability | Able to provide alternative solutions to management problems. | Each subject for each specialization | Identifying the antecedents of work stress and burnout during Covid19 Pandemics |
| Scientific publication ability | Able to produce scientific publications from research results. | Research Philosophy | Obligation of scientific publication |
| | | Research Project I | |
| | | Research Project II | |
| | | Thesis | |

The programme accepts new students from various professional experience and various industries. The challenge, however, is to integrate the management perspective to the students from non-management backgrounds. An example can be seen in the case of students coming from engineering backgrounds. Despite having superior knowledge and capabilities in the engineering field, they need to understand the managerial perspective and to think systematically. Thus, studying management is important to make aware that there are various factors that could influence organisational success e.g., job satisfaction, organisational culture, customer satisfaction, long-term financial planning, leadership, working in group and organisational politics. Integrating all these perspectives is important so the students could have a complete understanding of the organisation. All subjects on semester I would open the students' perspective on the importance of thinking about the organisation holistically.

Each of the course subjects within the curriculum structure (lectures, assignments and thesis) of the Master of Management programme has been designed according to the desired competence of the graduates. There is a close link between the Pre-Master courses, Basic Skill courses, Research Methodology courses (e.g., Research Project I and Research Project II), Specific Skills Courses, Independent Study, Research Proposal and Thesis writing. The school offers nine research training sessions per semester. The trainings consist of the following topics: a) Research philosophy and how to conduct research, b) Google Scholar, c) Mendeley and Referencing, d) Paraphrasing technique, e) AMOS software, f) PLS Software, g) Qualitative method, h) Mixed methods and i) Table Manner.

The offering of the topics shall help students to gain adequate understanding on how to choose research topics, data collection, and data analysis and how to proceed in the writing process. Considering not all students came from management backgrounds, the training provided shall help them with writing their thesis.

The students should obtain a minimum score of 70 out of 100 to pass each course. Students have to complete several steps in order to be able to register for the final thesis examination. First of all, they have to demonstrate their research understanding in the pre-master course of Research Philosophy. They were asked to identify the research gaps on a certain topic using articles listed in the ABDC or Scopus. Afterwards, they have to make another summary of research articles by the end of the first semester, which should be in line with their thesis topics. Students also have to complete Research Project I and II which help students to draft their thesis proposal, designing their research method and academic writing. Students also have to participate in the research colloquium in which they present their research proposal to other students and faculty members. Before they are allowed to apply for the final thesis examination, they have to complete at least five compulsory workshops regarding research and soft skills improvement.

Bachelor of Management (BM)

Objectives and profiles of graduates of the Bachelor of Management are implemented into the curriculum of the study programme as follows:

Table 12: Curriculum – Bachelor of Management

| N O | CODE | COURSE NAME | CREDITS |
|-------------------------------|-------------|--------------------------------|----------------|
| SEMESTER 1 | | | |
| 1 | UNW21201 | Islamic Religion Teaching | 2 |
| | UNW21202 | Catholic Religion Teaching | 2 |
| | UNW21203 | Christian Religion Teaching | 2 |
| | UNW21204 | Hindu Religion Teaching | 2 |
| | UNW21205 | Buddhis Religion Teaching | 2 |
| | UNW21206 | Other Religion Teaching | 2 |
| 2 | UNW21209 | Indonesian Language | 2 |
| 3 | UNW21210 | Physical Education | 1 |
| 4 | EMJ21300 | Introduction to Management | 3 |
| 5 | EMJ21400 | Intoduction to Business | 3 |
| 6 | EMJ21406 | Mathematics for Business | 3 |
| 7 | ESP21301 | Introduction to Microeconomics | 3 |
| 8 | EAK21310 | Introduction to Accounting I | 3 |
| TOTAL SEMESTER CREDITS | | | 20 |
| SEMESTER 2 | | | |
| 1 | UNW21211 | English Language Course | 2 |

| | | | |
|-------------------------------|-----------|-----------------------------------|-----------|
| 2 | EMJ21301 | Science Management | 3 |
| 3 | EMJ21407 | Statistics for Business I | 3 |
| 4 | ESP21304 | Introduction to Macroeconomics | 3 |
| 5 | EAK21320 | Introduction to Accounting II | 3 |
| 6 | EMJ21411 | Business Information Technology | 3 |
| 7 | EMJ21412 | Business Law | 3 |
| TOTAL SEMESTER CREDITS | | | 20 |
| SEMESTER III | | | |
| 1 | EMJ21302 | History of Management Thought | 3 |
| 2 | EMJ21305 | Marketing Management I | 3 |
| 3 | EMJ21306 | Financial Management I | 3 |
| 4 | EMJ21307 | Human Resource Management I | 3 |
| 5 | EMJ21308 | Operations Management I | 3 |
| 6 | EMJ21408 | Statistics for Business II | 3 |
| 7 | EAK21321 | Cost Accounting | 3 |
| TOTAL SEMESTER CREDITS | | | 21 |
| SEMESTER IV | | | |
| 1 | EAK21331 | Management Accounting | 3 |
| 2 | EMJ21303 | Cross Cultural Management | 3 |
| 3 | EMJ21309 | Marketing Management II | 3 |
| 4 | EMJ21310 | Financial Management II | 3 |
| 5 | EMJ21311 | Human Resource Management II | 3 |
| 6 | EMJ21312 | Operations Management II | 3 |
| 7 | EMJ21317 | Management Information System | 3 |
| TOTAL SEMESTER CREDITS | | | 21 |
| SEMESTER V | | | |
| 1 | EMJ21304 | Organizational Behavior | 3 |
| 2 | EMJ21401 | Business Feasibility Study | 3 |
| 3 | EMJ21402 | Business Ethics | 3 |
| 4 | EMJ21403 | Corporate Budgeting | 3 |
| 5 | EMJ21313 | Strategic Management | 3 |
| 6 | EMJ21405 | Business Communication | 3 |
| 7 | EMJ21409 | Research Methodology for Business | 3 |
| TOTAL SEMESTER CREDITS | | | 21 |
| SEMESTER VI | | | |
| 1 | EMJ21314 | Financial Institution Management | 3 |
| 2 | EMJ21315 | Quality Management | 3 |
| 3 | EMJ21404 | Financial Statement Analysis | 3 |
| 4 | EMJ21318 | Financial Market | 3 |
| 5 | ESP21339 | Indonesian Economy | 3 |
| 6 | EMJ215... | Compulsory Concentration Course | 3 |
| 7 | EMJ215... | Elective Course 1 | 3 |
| TOTAL SEMESTER CREDITS | | | 21 |

| SEMESTER VII | | | |
|--|-----------|--|------------|
| 1 | UNW21207 | Pancasila Education | 2 |
| 2 | UNW21208 | Civic Education | 2 |
| 3 | UNW21212 | Entrepreneurship | 2 |
| 4 | UNW21213 | Internship/Community Work | 3 |
| 5 | EMJ21316 | Business Risk Management | 3 |
| 6 | EMJ215... | Seminar Concentration Course | |
| 7 | EMJ215... | Elective Course 2 | 3 |
| TOTAL SEMESTER CREDITS | | | 18 |
| SEMESTER VIII | | | |
| 1 | EMJ21599 | Undergraduate Thesis | 6 |
| TOTAL SEMESTER CREDITS | | | 6 |
| TOTAL CREDITS | | | 148 |
| COMPULSARY AND ELECTIVE COURSES CONCENTRATION | | | |
| CAPITAL MARKET CONCENTRATION | | | |
| 1 | EMJ21540 | Capital Market Seminar*) | 3 |
| 2 | EMJ21541 | Capital Market Law and Ethics*) | 3 |
| 3 | EMJ21542 | Financial Planning | 3 |
| 4 | EMJ21543 | Derivative Futures Contract | 3 |
| 5 | EMJ21544 | Technical and Fundamental Analysis | 3 |
| 6 | EMJ21545 | Sharia Capital Market | 3 |
| 7 | EMJ21546 | Investment Management | 3 |
| 8 | EMJ21547 | Investment Laboratory | 3 |
| SUB TOTAL | | | 12 |
| INTERNATIONAL BUSINESS CONCENTRATION | | | |
| 1 | EMJ21560 | International Business Seminar*) | 3 |
| 2 | EMJ21561 | Intercultural Communication and Negotiation Skills*) | 3 |
| 3 | EMJ21562 | Finance of International Business | 3 |
| 4 | EMJ21563 | International Marketing | 3 |
| 5 | EMJ21564 | International Human Resource Management | 3 |
| 6 | EMJ21565 | Global Operations Management | 3 |
| 7 | EMJ21566 | International Business in Asia-Pacific | 3 |
| 8 | EMJ21567 | International Business Law | 3 |
| SUB TOTAL | | | 12 |
| OPERATIONS MANAGEMENT CONCENTRATION | | | |
| 1 | EMJ21530 | Operations Management Seminar*) | 3 |
| 2 | EMJ21531 | Supply Chain Management*) | 3 |
| 3 | EMJ21532 | International Operations Management | 3 |
| 4 | EMJ21533 | Warehousing Management | 3 |
| 5 | EMJ21534 | Management of Technology and New Product Development | 3 |
| 6 | EMJ21535 | Services Operations Management | 3 |
| 7 | EMJ21536 | Production Planning and Inventory Control (PPIC) | 3 |
| 8 | EMJ21538 | Green Operations Management | 3 |
| SUB TOTAL | | | 12 |

| HUMAN RESOURCE MANAGEMENT CONCENTRATION | | | |
|--|----------|--|-----------|
| 1 | EMJ21520 | Human Resource Management Seminar*) | 3 |
| 2 | EMJ21521 | Human Resource Performance Management*) | 3 |
| 3 | EMJ21522 | Talent Management | 3 |
| 4 | EMJ21523 | Compensation Management | 3 |
| 5 | EMJ21524 | Cross Cultural Human Resource Management | 3 |
| 6 | EMJ21525 | Training and Development Management | 3 |
| 7 | EMJ21526 | Career Management | 3 |
| 8 | EMJ21527 | Industrial Relations | 3 |
| SUB TOTAL | | | 12 |
| FINANCIAL MANAGEMENT CONCENTRATION | | | |
| 1 | EMJ21501 | Financial Management Seminar*) | 3 |
| 2 | EMJ21502 | Financing and Credit Analysis*) | 3 |
| 3 | EMJ21503 | International Financial Management | 3 |
| 4 | EMJ21504 | Sharia Banking | 3 |
| 5 | EMJ21505 | Futures and Derivative Contract Management | 3 |
| 6 | EMJ21506 | Asset and Liabilities Management | 3 |
| 7 | EMJ21507 | Investment Management | 3 |
| 8 | EMJ21508 | Capital Market Laboratory | 3 |
| SUB TOTAL | | | 12 |
| MARKETING MANAGEMENT CONCENTRATION | | | |
| 1 | EMJ21511 | Sales Management*) | 3 |
| 2 | EMJ21510 | Marketing Management Seminar*) | 3 |
| 3 | EMJ21512 | E-Commerce | 3 |
| 4 | EMJ21513 | Brand Management | 3 |
| 5 | EMJ21514 | Consumer Behavior | 3 |
| 6 | EMJ21515 | Services Marketing | 3 |
| 7 | EMJ21516 | Retail Marketing | 3 |
| 8 | EMJ21517 | International Marketing | 3 |
| SUB TOTAL | | | 12 |
| ENTREPRENEURSHIP CONCENTRATION | | | |
| 1 | EMJ21570 | Start-up Business*) | 3 |
| 2 | EMJ21571 | Business Model Development*) | 3 |
| 3 | EMJ21572 | Family Enterprise Management | 3 |
| 4 | EMJ21573 | Social Enterprise Management | 3 |
| 5 | EMJ21574 | Franchising and Distributorship | 3 |
| 6 | EMJ21575 | Managing Innovation | 3 |
| 7 | EMJ21576 | Entrepreneur Finance | 3 |
| 8 | EMJ21577 | Customer Development | 3 |
| 9 | EMJ21578 | Global Entrepreneurship | 3 |
| SUB TOTAL | | | 12 |

The curriculum of the Bachelor of Management is conceptualised with regard to the Indonesian National Qualifications Framework-Based Curriculum (KKNI) and is regularly reviewed and updated once every five years. The curriculum for the Bachelor of Management has a total of 148 SKS credits offering seven specialisations for its students. Besides the compulsory

courses, students can choose between Capital Market, International Business, Operations Management, Human Resource Management, Financial Management, Marketing Management and Entrepreneurship specialisations.

To realise the integration between theory and practice, each course in the Bachelor of Management curriculum is required to provide assignments (Task I and Task II), where Task I and Task II are practical on the theory that has been studied. On this basis, it is expected that a lecturer can apply a complete learning approach, not only in the form of classical lectures, but also with a case study approach, as well as exercises by prioritising the Student Center Learning (SCL) method. In addition, semester VI students of the Bachelor of Management are also required to attend Field Work Lectures (KKL) to several organisations/companies both in Indonesia and abroad. After participating in the KKL, students are required to prepare for an individual KKL report which will then be reviewed and assessed by the KKL Advisor. For students who meet the specified requirements, they will receive a KKL certificate which will also be used as one of the requirements for registration for the final examination (thesis defense).

UNDIP explains that interdisciplinary thinking is a must-have for a Bachelor of Management. For instance, there is an interconnection between management and business law, resulting in a Business Law course offered. In addition, there are also Accounting subjects, both at the Introduction to Accounting as well as Cost Accounting and Management Accounting because it is necessary to be able to apply Accounting knowledge to support practical knowledge and abilities in management science.

The provision of scientific methods and practices is manifested in the curriculum through Business Research Methodology and Statistics I and II. In these seminars, students are also given analytical materials and are asked to discuss international journal articles to increase their scientific knowledge. The students are required to compile a thesis that is prepared according to scientific standards. After completing the thesis writing process, the students are required to produce scientific publications based on their thesis research, under the guidance of the thesis advisor. They are given the opportunity to take part in various trainings such as Data Processing Training with SPSS or SEM. In addition, the students are also encouraged to participate in various scientific activities (seminars, conferences or scientific competitions). Certificates of the student participation in scientific forums will be recognised as a Certificate of Companion Diploma (SKPI) which must be collected by the students of at least four certificates to be able to graduate.

The preparation of the thesis can be done if the student has taken a minimum of 113 SKS credits and has passed the Business Research Methodology course. The preparation of the thesis begins with the appointment of an advisor. The chosen thesis topic must be based on the student's scientific interest and specialisation (Marketing Management, Human Resource Management, Financial Management, Operations Management, Entrepreneurship, Capital Markets or International Business).

For Master programmes

The students will be provided with a Thesis Writing Manual and Guidance Book. After the thesis draft is approved by the advisor, the student will face the thesis defense in front of the examiner team consisting of the advisor as the head of the examining team and two examining lecturers, with assessment components that include: (1) writing techniques; (2) presentation

skills; (3) mastery of the substance of the material and (4) the value of the Comprehensive Exam. After that, students are declared: Passed, Failed, or Passed with Revisions. If the student is declared Passed with Revision, then the student is given time to revise his/her thesis a maximum of two weeks from the time of the exam. However, if the student is declared Failed, then the student must repeat the thesis defense. At the final stage, students are also required to compile scientific articles that will be published in scientific journals.

For Bachelor programmes

The final thesis is written based on independent research, which a student has conducted under two supervisors or collaborative research. Thesis writing guidelines can be accessed online on the faculty website. The Thesis Writing Book serves as a guide for students in preparing the thesis. Students receive their bachelor's degree at the "Yudisium" (pre-Graduation) ceremony, after passing all courses, taking the Turnitin test, passing the TOEFL with scores of 450, submitting a thesis report, and publishing a research article.

In the final assignment or thesis guidance, the average number of meetings between the advisor and the student in the thesis preparation process is at least 10-14 times for 2 semesters. The process begins with submitting a title and writing a research proposal. If the title and research proposal have been approved, the student can advance the thesis writing process.

For all study programmes:

Ethical aspects are included into the courses of the Bachelor and Master study programmes. The University aims to produce professional graduates with good ethics, characters, business experience and excellent research ability in order to enable its graduates to compete in the current competitive globalisation era. During the first semester, there are courses specifically designed to increase students' leadership skill and cross-cultural awareness. The courses are Human Resource Management & Ethical Leadership and Cross-cultural Strategic Management. The first courses taught students on how to manage human resources in an organisation, as well as how to lead them with the suitable leadership style. The Cross-cultural Strategic Management course is designed to increase the ability and awareness of the students on the cultural aspect in making decisions and solving organisation problems. These are in line with the school's aim to develop a teaching and learning environment that upholds academic ethics and noble character, has good governance and cooperates with other parties. Ethical aspects are included in the programmes, e.g., regarding the economy of Indonesia and poverty, inequality in society, public service provisions and (inefficient) bureaucracy, as well as regulations of the financial sectors, which are supervised by national authorities. In the Bachelor of Management programme, students are required to take courses in Business Ethics as well as Ethics and Capital Market Law. Academic integrity was implemented with the use of Turnitin programme to ensure good academic conduct.

In general, the examinations consist of two types, namely mid-semester exam and final exam. The types of examinations adjusted for the contents of the course can be: written exams, oral exams, writing papers, practice (doing / practicing certain skills), projects (doing certain jobs and producing products). Both mid-semester and final exams are scheduled strictly according to the academic calendar set by the University.

According to UNDIP, the assessments of competencies act as an integral part of ensuring that students have met the expected learning outcomes as stated in the course syllabus. This is

performed to ensure that the evaluation has been properly carried out to ascertain whether the students have achieved learning outcomes. In doing so, the study programme uses two approaches: control process and output control. The control process is brought into effect by ensuring that the students have participated the lecture process well; therefore, the evaluation can be carried out accurately. In this case, the presence of students is also an important element in assessing their performance. Students who do not meet the minimum 75 % attendances are not allowed to take the final semester exams.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills based on their fields of interest and research focus.

Even though work experience is not mandatory in the Master of Economics and Master of Management programmes, there are students with work experience in these programmes and also some without. This circumstance is taken into account by distributing the two groups to different courses in order to ensure an adequate reference.

The panel acknowledges the national regulation for the naming of study programmes in Indonesia and the chosen name for the study programmes since they correspond to the contents of the curricula and the programmes' objectives regarding the definitions.

Theoretical questions are, where possible, explained by means of practical examples. However, the panel is of the view that there is room for improvement with regard to practice since this does not apply to all subjects and is not systematically organised. The panel **recommends** a transparent and systematic organisation of practical examples which do not depend on the lecturer. Furthermore, the panel **recommends** for the **Master Programmes in Economics and Management** putting a stronger focus on internships, especially when it comes to the students who start their studies without work experience. For instance, the University could extend the internship to two or three months instead of only six weeks. In addition to this, the papers and written reflections on the internship should be graded and students should get credits for those. This may increase the quality of the papers and support the significance of practical experiences. In order to support the students systematically, the University could develop a structure for the internship, for example with questions that have to be answered during the internship or on which there is a special focus.

There is some evidence that the programme qualifies for interdisciplinary thinking. However, students are offered few opportunities to take up content outside the original study field. For example, most electives are in the same field of study, so the panel is of the opinion that there is still need for improvement. Therefore, the panel **recommends** developing more opportunities to interlink the courses and different subjects within the study programmes. Since there is a lot of time regarding the length of the programme (four years in Bachelor programme and two years in Master programme), the programmes could broaden up and benefit of the University's high potential since there are many other faculties at UNDIP. Especially the elective courses and the different ways for students to get credits could open up to courses of other faculties that are related to business in order to promote interdisciplinary thinking.

Ethical implications are appropriately communicated within the courses of the study programmes. For instance, the study programmes includes ethical aspects when analysing the economy of Indonesia, especially regarding poverty, inequality, public service provisions and inefficiency of bureaucracy. Furthermore, the regulations of the financial sectors and the supervision by national authorities are taken into account. The panel appreciates the inclusion of ethical aspects and recommends developing it further, especially regarding the **Master of Management Programme**. For this purpose, the panel **recommends** for this study programme setting up a whole module on business ethics to further highlight this topic.

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel learned during the online conference that the lecturers and the programmes encourage the students to participate in research project at an early stage of their studies.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. In this regard, the panel remarks that a reduction of the written exams may help the students to study successfully. Moreover, it may support the students to offer more possibilities for practice, e.g., when including case studies into the types of examination.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The panel **recommends** overthinking the ambitious obligation to publish the theses afterwards, especially regarding the undergraduate programmes. With reducing the emphasis on publications, the students can concentrate more on setting an individual focus in their studies.

| | 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

Semester Credit Units (SKS credits) is the national credit point system that can be converted to the European Credit Transfer System. In accordance with the provisions stipulated in the academic regulations of Universitas Diponegoro, one credit is equal to 170 minutes of study

time per week (consisting of 50 minutes face-to-face, 60 minutes of structured assignment activities and 60 minutes of independent activities). One credit x 14 weeks = 2,380 minutes (39.7 hours) in total. In this system, one ECTS credits equals 25 hours so that one credit is equivalent to 1.6 ECTS credits.

Learning outcomes and lesson plans of all courses are written in the curriculum book. In addition, the curriculum book and the study learning plan contain the course descriptions, course codes, number of credits, the learning outcomes, recommended literature, learning materials and teaching methods for 14 face-to-face meetings respectively 16 meetings including midterm and final examinations.

Bachelor of Economics

| | |
|--|--|
| Projected study time | 8 semester, 4 years |
| Number of Credit Points (CP) | 147 SKS credits equals to 235 ECTS credits |
| Workload per CP | 1 ECTS credits = 25 hours |
| Number of course | 46 compulsory course/ 20 elective courses |
| Time required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 5.875 hours |

The average student workload is 21 credits per semester (equivalent to 33.6 ECTS or 840 hours per semester). Therefore, the students can take a maximum of 24 credits per semester.

Bachelor of Management

| | |
|--|--|
| Projected study time | 8 semester, 4 years |
| Number of Credit Points (CP) | 148 SKS credits equals to 237 ECTS credits |
| Workload per CP | 1 ECTS credits = 25 hours |
| Number of courses | 47 compulsory courses, 2 elective courses |
| Time required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 5.925 hours |

The average student study workload per semester is 21 credits or the equivalent of 33.6 ECTS credits or 840 hours per semester. The details of the courses in the Bachelor of Management consist of eight university courses (16 credits), seven faculty courses (21 credits), 30 compulsory study programs (105 credits) and two electives (six credits).

Master of Economics

| | |
|------------------------------|--|
| Projected study time | 4 semester, 2 years |
| Number of Credit Points (CP) | 28 SKS credits equals to 60 ECTS credits |
| Workload per CP | 1 ECTS credits = 25 hours |
| Number of modules | 11 modules, including thesis |

| | |
|--|-------------|
| Time required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 1.500 hours |

The curriculum structure of the Master of Economics programme consists of 38 Semester Credit Units (SKS credits) or equivalent to 60 ECTS credits for the regular programme and 41 Semester Credit Units (SKS credits) or equivalent to 65 ECTS credits for the collaboration programme. There are eleven courses: eight compulsory courses and three electives for the regular programme, while for the collaboration programme, there are twelve courses: nine compulsory courses and three electives. The maximum load per semester is twelve credits and is implemented with a package system. Within semester four, the students focus on the preparation of a thesis with a total of eight credits.

Master of Management

| | |
|--|---|
| Projected study time | 4 semester, 2 years |
| Number of Credit Points (CP) | 28 SKS credits equals to 67,2 ECTS credits |
| Workload per CP | 1 ECTS credits = 25 hours |
| Number of modules | 7 compulsory modules (including thesis), 6 elective modules |
| Time required for processing the final thesis and awarded CP | 6 months |
| Number of contact hours | 1.680 hours |

The curriculum of the Master of Management programme consists of seven compulsory courses (24 credits) and six elective courses (18 credits).

The courses are distributed between those who have newly graduated and those with working experience, since the study programmes were founded to suit the need of working students and elaborated to full-time programmes. Students can thus learn with students from similar backgrounds, according to their previous career paths.

For all study programmes:

In general, the lecture and examination processes are regulated in the Academic Regulations at the university level (Rector Regulation No 5/2020). Nationally, the regulation refers to Law No. 20/2003 on the National Education System and Regulation of the Minister of Education and Culture No. 3/2020 concerning National Standards for Higher Education.

The examination and assessment process is also regulated in the Academic Guidebook of the faculty, which is distributed to all students at the beginning of the academic year and can be accessed through the university and faculty websites. In this document, various academic aspects have been regulated in detail, including: (1) rules regarding the credit system (credit units), (2) study workload, (3) student status, (4) registration, (5) learning administration, (6) attendance, (7) midterm examination, (8) final examination, (9) examination procedures, (10) assessment, (11) evaluation of the students' study progress, (12) academic leave, (13) graduation predicate, (14) transfer of study, (15) mentoring, (16) academic violations and their sanctions.

Assessment methods include:

- (a) assignments given by the lecturers on specific topics,
- (b) quizzes to detect the students' abilities on particular topics,
- (c) papers that must be presented and discussed with other students,
- (d) assessment of soft skills,
- (e) midterm and final exams,
- (f) final exams for thesis and scientific publications.

All assessments for courses are processed using a scoring criteria system (30 % assignments and case studies, 35 % midterm and 35 % final test). The final assignment/ thesis assessment consists of (a) 20 % of a comprehensive exam, (b) 20 % of the presentation, (c) 20 % of writing technique, and (d) 40 % of material substance. The numeric conversion into letter grades is as follows:

Table 13: Grading System

| Range of Scores | Letter Grades | Letter Grade Point |
|-----------------|---------------|--------------------|
| ≥ 80 | A | 4,00 |
| 70-79,99 | B | 3,00 |
| 60-69,99 | C | 2,00 |
| 51-59,99 | D | 1,00 |
| ≤ 50,99 | E | 0 |

The transfer of credits from other higher education institution in Indonesia or abroad can be applied for according to the Study and Examination Regulations (4/2020) in articles 44, 45 and 46 of Universitas Diponegoro.

An academic advisor is assigned to a group of students who helps the programme monitor and evaluate students' study progress. In addition, the advisors help students by providing consultations regarding students' study journeys to complete their studies efficiently. At the same time, they can enjoy the atmosphere on campus with extracurricular activities supporting their studies.

UNDIP treats students with disability based on the Rector Regulation no. 3/2016 r.e. Services for Students with Disabilities at Universitas Diponegoro. At the study programme level, the formal standards/requirements in teaching and learning process, thesis supervision, including examinations procedure to accommodate will be adjust to the needs of students with disability so that they can study at without considerable obstacles and complete their study timely. For students with less privileged families, or sick or deceased parents, the programme offers assistance in the form of reducing or postponing the UKT (Single Tuition Fee). For example, immigration assistance is also provided to foreign students through the International Office. In addition, psychological or non-academic assistance is also provided through the Diponegoro University National Hospital (RSND) and the Academic Administration and Student Affairs Bureau (BAAK).

UNDIP provides equal opportunities for all students regardless of their socio-economic background, gender, ethnicity, religion, and physical ability. UNDIP's Academic Policy states that study programmes should not limit access to student admissions for applicants with diverse backgrounds. Special consideration and treatment is given for students with special conditions, for example for students with a mental disability or with a tendency to depression. UNDIP facilitates examinations for students with special needs, e.g. students with a visual impairment can take an oral instead of a written test and in sports courses, practical exams can be replaced with written exams or oral tests. Students are allowed to use their specific equipment helping them with their disabilities, and UNDIP also provides a Disability Room to accommodate students with special needs. Further, UNDIP offers the Bidik Misi programme for students from economically disadvantaged groups.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, such as case studies, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS credits Users' Guide. However, a Diploma Supplement is only handed out for the Bachelor's programmes, so the following condition is proposed for the **Master of Economics** and **Master of Management**:

- The University provides a Diploma Supplement to the graduates including a description of the national (higher) education system and an ECTS credits grading table.

The panel very much welcomes the fact that the Diploma Supplement will be anchored in the Rector's Regulation for the master programmes. Since the draft is currently still in progress and was therefore not submitted in the framework of the statement, this point should be reviewed in the context of the fulfilment of conditions.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the national requirements of Indonesia. During the online conference, the panel learned that there are additional assignments the students can complete to improve their grades. The panel **recommends** formalising these additional assignments to be able to ensure transparency.

The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in analogy to the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The real workload was considered appropriate in the discussions with students and graduates. However, the panel noticed, especially in the two Master's programmes, that with an average study time of 4 years instead of the predicted 2 years (see chapter 0), many of the students cannot meet the standard study time. This is explained, among other things, by the fact that,

according to UNDIP, about 60 % of the students already work part-time and have a family, so that more time is needed. Regarding these demands, the panel suggests formalising a part-time study track in order to make a respective offer to those students. Since, according to the HEI, the actual workload of the students is only asked informally, it is difficult to track the actual workload of the students (see condition in chapter 5).

Universitas Diponegoro ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme. Students in special circumstances, such as single parents, foreign students, students with a migration background, with limited financial resources and/or from so-called non-academic backgrounds, are particularly assisted. This procedure is formalised by the Constitution of Indonesia, as well as by University Regulations and is therefore part of their governance.

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

3.3 Didactical concept

According to the Academic Regulations, the maximum proportion of online methods for each course is 50 % of the total meeting each semester. During the Covid-19 pandemic, the learning system was conducted fully online through MS Teams. Learning with the online system (distance learning) is facilitated by a university system called KULON (Kuliah Online). Each lecturer utilizes an online learning platform provided by the university (KULON and Microsoft Teams) to provide learning materials and discussion needed by the students.

In the teaching process, specific methods and scientific practices are incorporate:

- The application of learning strategies through student-centered based learning requires active participation of students during the learning process, such as discussions, simulations, practices, and case studies.
- The application of the experience-based learning approach encourages students to apply their competencies, capabilities and knowledge for practical purposes such as: internships, teaching assistants, research assistants / community service conducted by lecturers or developing thesis research from a part of the research project they have participated in.

The learning materials are updated by the lecturers once every semester.

Bachelor of Economics (BE)

Learning methods are indicated in the syllabus of the courses in question. For example, learning activities, demonstrations, and practice questions are applied in core courses, such as *Mathematical Economics* (Mathematics for Economics) and *Microeconomics*. The case-based learning method is applied in courses with actual cases, such as the *Indonesian Economy* course and the *Economics of Taxation* course. The discussion method is applied in seminar courses offered in each elective field (cf. p. 76 self-evaluation report).

The learning materials include a syllabus, textbooks, slides, practice questions (problem sets), and case studies. The lecturers distribute the syllabus in their respective classes at the beginning of each semester. The syllabus contains all information about the course, especially information about the course material. The syllabus and learning materials are updated regularly by looking at the class progress in the past semester. All learning materials, including syllabus, slides, assignments, and other materials, can be accessed online by students through MS Teams, KULON, and other media (the lecturer's website).

Apart from that, the Faculty of Economics and Business also provides article browsing services that can be accessed online (cf. p. 78 self-evaluation report).

According to UNDIP, several courses have used guest lecturers as an integrated part of the learning process. For example, courses in Central Bank, the guest lecturers come from Bank Indonesia, and courses in Banks and other Financial Institutions taught by banking practitioners (cf. p. 80 self-evaluation report).

In general, the Faculty of Economics and Business has not institutionalized the existence of tutors. However, some lecturers have used tutors in several courses (e.g., *Microeconomics 1* and *2* courses, and *Econometrics 1* and *2* courses). Tutorial classes are usually designed to help students to solve problem sets. Tutorials are usually conducted by upper-class students (semester 4 or above) to lower-class students (semester 1 or above) which are managed by the department's student association organization.

Master of Economics (ME)

To support the achievement of Learning Outcomes, the main concepts of teaching (didactical concepts) is a mixed learning strategy by combining face-to-face learning activities, class discussions and collaborative work. The proportion of each method is adjusted to the characteristics of the course, in this case the lecturer determines because there are differences between theoretical courses with analytical tools courses and applied courses. Likewise with the assignments given, these assignments can be given in the form of review articles/papers, case studies, quizzes, problem-solving or presentations. Students are targeted to be the center of the learning process. The learning content of each course is designed in such a way as to integrate theory, practice, and implications. Students also have the opportunity to be involved in lecturer research.

The main learning materials are reference books which are available in both hardcopy and ebook form. The materials are continuously updated or can also be replaced with new relevant books. International articles/journals can be accessed directly through the SSO (Single Sign On) system. Learning materials which are reports or working papers from international institutions such as the World Bank, IMF, WEF, and OECD are usually free downloads, as well as reports from Indonesian government institutions. Learning materials from the lecturers are easily managed through the KULON system and MS Teams.

The Master of Economics invites guest lecturers regularly every semester. Guest lecturers come from various academic, government, and private/professional institutions, such as the Ministry of National Development Planning and the Ministry of Finance. The learning theme is focused on developing strategic issues, thus supporting the student learning process both in understanding theory and implementing policies. The students can also attend all relevant guest lectures invited by other study programmes, the Faculty of Economics and Business and UNDIP.

Several courses provide tutorials such as Research Methodology, especially the practice of data processing and estimation of economic models using statistical/econometric software such as Eviews and Stata. This practice is also in the context of preparing research proposals. Other courses that provide tutorials are Microeconomics and Macroeconomics, especially tutorials on the completion of practice questions. Furthermore, related to publication obligations, the program provides tutorials related to techniques for writing scientific articles and publications, both in national and international journals.

Master of Management (MM)

The programme accepts students from both fresh graduates and professional backgrounds. Although using the same curriculum, the teaching method for both target students is different. While the professionals were given emphasis on sharing their tacit knowledge as well as to confirm their managerial action with the management theories, for fresh graduates, the emphasis is to provide them with a solid theoretical basis of management and sharpen their business experiences through various company visits and internships. Students with no working experience background will be designated to “Parallel I” class, and professionals are designated to “Parallel II and Parallel III” classes (cf. p. 18 self-evaluation report).

To give additional value for the Master of Management graduates, the school also arranges the Soft Competence for Manager subject which take place during students’ first three semesters. The subject was held with the collaboration of the School with HIMMA - the school’s students’ association - in the form of activities such as Factory Visit, National Seminar, Visiting Professor, as well as the inclusion of the student’s research to the lecturer’s research. The latter scheme includes the collaboration of research between the students and lecturers, especially on big themes and multi-perspective research topics (cf. p. 77 self-evaluation report).

The learning process is conducted through group discussions, case method, and role play. The learning materials could be in the form of electronic books, Power Point, case studies and audio-video materials.

In each course, the lecturer gives lecture and assignment according to the Syllabus of each course, both individually or in a group. The lectures also utilize management cases from reputable material, such as articles from Harvard Business Reviews, reputable books and quality journals (can be accessed through SSO UNDIP) to demonstrate that there is no “one size fits all” strategy in conducting business. Some of the assignment is in the form of case study research, based on the findings of the previous study. With this method, the students have been introduced to analyze and criticize previous research that can be used as reference in their thesis (cf. p. 79 self-evaluation report).

National and international academics and business practitioners are invited annually as guest speakers and lecturers. Through these events, students achieve different perspectives and

ideas which would complement the knowledge and experience they achieved from the study programme's learning process. Examples of the business practitioners invited to the school are the heir of Djarum Group – the largest conglomerate in Indonesia; the Director for the Jakarta Centre for the Law Enforcement Cooperation; (3) the Vice President of Public Relations of the National Electricity Company, as well as the owner and business people around in Semarang and Greater Semarang area whose business has able to top national and international market (cf. pp. 80-81 self-evaluations report).

Bachelor of Management (BM)

Learning in the Bachelor of Management is implemented by referring to the Semester Learning Plan (RPS). In all courses, there are RPS which are used by the lecturers and students as a reference in learning for one semester. In the RPS, it has been stated that the learning process in one semester uses various approaches, both with classical lecture methods, exercises, cases, presentations, and discussions. All of these methods are implemented in a balanced learning process. This is in an effort to provide a complete understanding to the students both in terms of theoretical concept and empirical practice.

The assessment of each course must also include four components, namely the Mid-Semester Examination, Final Semester Examination, Task I, and Task II. Assignment components are obtained from working on questions, cases, preparation of papers, presentations, and discussions. This is also done to improve problem solving skills, analytical skills, and students' communication skills both in writing and orally (cf. pp. 77-78 self-evaluation report).

In addition to going through the learning process in the class, in particular subjects, students are also given tutorials that can be conducted either in the classroom or in the laboratory using practicum modules. For example, in the *Business Statistics* course, the students are given training in the Computer Laboratory using particular software. Likewise, for other courses deemed necessary, the learning activities are given in the form of tutorials in the laboratory, among others, in the following courses: *Business Research Methodology*, *Financial Management*, *Operations Management*, *Science Management*, and *Capital Markets*. In addition, there is also assistance in learning particular courses that are conducted by upper-level students to the younger students under the management of the Student Association in coordination with the Bachelor of Management.

Appraisal:

The panel rates the quality of the didactical concept of the study programme that is described, as 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.

The accompanying course materials are oriented towards the intended learning outcomes. During the digital assessment, the panel learned in the interviews with the teachers that the materials are constantly updated by them.

Guest lecturers are invited and contribute to the students' qualification process with their special experience. Lecturing tutors support the students in the learning process and help them develop competences and skills.

Master of Management (MM)

In regard to the distribution of students with working experience and those without into different classes, the panel **recommends** rethinking this parallel course system, since students can profit from different backgrounds of their fellow students.

| | 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

Bachelor of Economics (BE)

With regard to the international contents and intercultural aspects UNDIP states that this study programme has a standard curriculum with similar programmes abroad, therefore students who graduate from BE are ready to continue studying abroad, either for short programmes such as student exchange or higher education programmes (Master) (cf. p. 83 self-evaluation report). In addition, BE also has an International Undergraduate Program through which the students are required to gain international exposure in form of stays abroad at partner universities or by taking a summer courses abroad.

The study programme offers the mandatory courses “international economics one” and “international economics two”. The subjects study international transactions between domestic economic agents and their international partners (households, firms, and government) and related issues. “International economics one” lays the theoretical foundation needed in understanding and analyzing the nature of international trade and its impact on welfare. It delivers students with neoclassical perspectives on international trade. “International economics one” also gives students the theoretical foundations needed to understand and analyze the phenomena of capital mobility across nations, which is critical in understanding growing economic openness and related issues. In addition, topics about Regional Economic Integration like ASEAN Economic Community, EURO integration, and other economic integration are delivered in the subject. Students are expected to understand the stages of regional economic integration from preferential tariff and trade arrangement, free trade area, customs union, common market, and economic integration.

Further analysis and a broader framework in analyzing international economics and related issues are delivered in the “international economics 2” subject. Students are introduced to modern theories of international trade such as Intra-industry trade, life cycle products, and the role of R&D and technology in international trade. The “international economics 2” subject also discussed inter-economies relationships issues such as income inequality across nations and unequal trade terms between developing and developed nations. International institutions and international partnerships are also delivered and discussed in this subject.

In addition to international content contained in international economics, intercultural studies are discussed in the economics of development subject, especially in the topic of globalization, the nature and its impact on the economy. The subjects are mandatory for the students

The number of international students in the Economics programme is still limited. Currently, there are two international students from Southeast Asia and Africa.

In Bachelor of Economics most of the learning materials consisting of syllabus, textbooks, and problem sets are presented in English.

Master of Economics (ME)

According to UNDIP, international contents in the curriculum are reflected in the use of textbooks and learning materials that refer to references used internationally. In addition to the textbooks, access to international journals is also available. The curriculum design refers to global economics, thus, international content is part of the curriculum.

Furthermore, intercultural aspects in the curriculum are not explicitly stated as a course, but are reflected in specific aspects in particular courses that cover comparisons of life phenomena between countries, such as Economic Development and Institutional Economics. There, students can study different cases between countries, although the theoretical basis is the same, but there are different cultural and sociological elements.

In the curriculum international contents are covered in the courses, although the names of the courses are not explicitly labeled with the words “international” or “global”. For example, the Development Economics course covers the following topics: the evolutionary development of economic thought; economic growth; sustainable development; urbanization and migration; global poverty; agricultural development, and rural development. All subjects are based on international perspectives, cases, and data. Likewise in the Institutional Economics course, the perspectives and institutional cases discussed are based on international empirical evidence. In the Industrial Economics course, for example, the applications of market structure theory for the practice of international trade are discussed, along with case examples. With the composition of the course material, students have adequate knowledge, especially those related to international practices and issues.

UNDIP provides a DIMAS (Diponegoro Master Scholarships) programme. But the composition of international students in the Master of Economics Study Program is, according to UNDIP, still small. Some of the students came from Timor Leste, Thailand, and Somalia.

Most of the main textbooks (literature) used in the study programme are in foreign languages, as described in the course descriptions. Likewise, other supporting materials, especially articles from international journals and reports/publications from international institutions, are also in English. Automatically, most of the learning materials, both in the form of PowerPoint and e-books, are delivered in English language. The majority of the lecturers of the Master of Economics Study Program are overseas graduates (cf. p. 88-89 self-evaluation report).

Master of Management (MM)

According to UNDIP the unique specialisation, the Cross-Cultural Business Management, clearly prepares its graduates to compete in the international business environment. Students' cultural intelligence is shaped through courses, such as Cross-cultural Organizational Behavior, Cross-cultural Marketing and Cross-cultural HRM. The aim of the specialisation is

to gain the students' initial understanding that there is an inseparable connection between culture and managerial practices. The students will learn the basics of cross-cultural management through the work of Geert Hofstede, Edward Hall, GLOBE Project and Fons Trompenaars and analyze national and international case studies.

For other students in general, the curriculum in the Semester I is designed to include the Cross-cultural Strategic Management subject. The cross-cultural aspects do not just apply for the international context, but also for Indonesia. Indonesia consists of 33 major ethnicities with their own culture and values, and managerial problems raised due to the cultural differences have been widely documented. The students could also practice and enhance their cultural intelligence through interaction with international students during and outside the learning activities, by participating in visiting multinational companies around the Semarang area, participating in international conferences, and through attending the guest lectures session organized by the school which invites foreign speakers and the summer course held annually by the Faculty of Economics and Business.

The school annually hosts international students from various countries such as Japan, China, Libya, Thailand, Turkey, Tanzania, Sierra Leone, Madagascar, Burundi, Timor Leste, Afghanistan and Turkmenistan. The international students enrolled through the Developing Countries Partnership Scholarship, UNDIP's DISS and DIMAS scholarship, as well as private funding. Since 2016, the school has annually accepted international students, while before the period, it was organized every two years.

The internationality of the faculty members is represented by lecturers who are holding Doctoral degree from overseas universities (Australia, Malaysia, French, Japan, UK). All lecturers are obliged to submit papers in international conferences and publish in reputable international journals.

All subjects offered use international references and lecture slides written in English. Literatures and references for students' Final Thesis need to accommodate references included in the Australian Business Deans Council's (ABDC) list of quality journals or journals listed in SCIMAGOJR database. When a class is attended by an international student, the lecturer is obliged to present the lectures in English. In 2020, Parallel I class is fully conducted in English since its students comprise both Indonesian and foreign students.

Bachelor of Management (BM)

According to UNDIP, the curriculum of the study programme refers to the curriculum of the world's leading management/business colleges. In addition, the majority of reference books used are foreign language books (English). Likewise, the students have been accustomed to studying and discussing material sourced from reputable international journal articles that can be accessed by students through UNDIP's SSO e-Journal account.

The cross-cultural aspects of the curriculum are manifested in the courses of Cross-Cultural Management, Cross-Cultural Human Resource Management, and International Marketing. In addition, there are cross-cultural materials in certain courses that examine the cross-cultural dimensions of these courses, such as: Business Communication, Business Ethics. In addition, students can choose the specialisation in International Business, which prepares them for

international topics. Another practice is collaboration with universities/institutions abroad which is followed up in the form of Double Degree and Credit Transfer System (Single Degree).

Thus far, there are no foreign students who have studied in the Bachelor of Management. In response to this condition, UNDIP has made various efforts so that the study programmes within UNDIP can be more widely known at the international level through several programmes that have been implemented in 2020, for instance through the DISS (Diponegoro International Student Scholarships) programme. This effort was conducted with the main objective of increasing the number of foreign students through increasing the degree of popularity of the Bachelor of Management at the international level. Another effort is through student exchange activities established by the Bachelor of Management with other universities abroad.

For all study programmes

In order to support the internationalisation programme, the faculty encourages lecturers to pursue further studies at the masters and doctoral levels abroad. Study Abroad is conducted in several destination countries, especially Australia, Europe, and Asia. The majority of lecturers have international experience, especially in scientific conferences. Foreign guest lecturers are continuously presented. As a follow-up to the programmes, the lecturers are encouraged to conduct further studies, attend international seminars/conferences, and conduct publications and other academic activities to the leading universities abroad, especially at partner universities, although it is also possible to conduct these activities at other non-partner universities.

Appraisal:

International contents are a part of the curriculum through, among other things, various courses that focus specifically on cross-cultural and/or global topics.

The international composition of the student body corresponds to the programmes' concepts.

Since the study programmes are still in transition with regard to an international opening, the panel considers the international outlook to be sufficiently given at this point in time. However, the panel formed the view that this could be further improved and **strongly recommends** setting up systematised measures to recruit international students systematically for each of the four study programmes and advertising the programmes more internationally.

The composition of faculty is partly international in so far as guest lecturers are involved as well as teachers with international academic and/or professional experience. In addition, UNDIP enables lecturers to go abroad to gain experience.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. Due to the fact that the thesis must be written in English in all study programmes, students have acquired appropriate foreign language skills by the end of their studies.

| | | | | |
|-------------|------------------------------|----------------------------|------------------------------------|------|
| Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------------|------------------------------|----------------------------|------------------------------------|------|

| | |
|-----|------------------|
| 3.4 | Internationality |
|-----|------------------|

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

Bachelor of Economics (BE)

The variety of learning methods applied in the Bachelor of Economics programme is directed at developing multidisciplinary skills and competencies. Since the first semester, assignments are designed not only in the form of individual assignments but also in group assignments. By working in groups, students can hone their ability to lead, work in groups, and communicate ideas and ideas and compromise. In the elective field, the classes are designed to increase students' participation in the learning process. For example, in the seminar classes, the students must learn to make scientific presentations, ask and answer questions. Thus, through this elective field, the students can learn to express their ideas or opinions based on economic theories and concepts and empirical research results.

Master of Economics (ME)

Multidisciplinary competencies and expertise are obtained from discussing themes in courses that have interdisciplinary linkages, such as Development Economics and Institutional Economics. Public speaking skills are facilitated in collaborative learning and presentation learning methods. The students are able to make a concise mind-map or logic model from a long discussion of learning topics. The Economics Masters Student Committee regularly organises internal discussions in preparing students for proposal and thesis exams.

During the first semester, there are courses specifically designed to increase students' leadership skill and cross-cultural awareness, e.g., Human Resource Management & Ethical Leadership and Cross-cultural Strategic Management. The first courses taught students on how to manage human resources in an organisation, as well as how to lead them with the suitable leadership style. The University is fully aware that in Indonesia, there is no single leadership style that suits all situations since Indonesia consists of hundreds of subcultures. Thus, the emphasis of the subject is an ethical aspect of leadership instead of the styles of leadership. The second course, Cross-cultural Strategic Management, is designed so that the students are able to consider the cultural aspect in making decisions and solve organisation problems.

Master of Management (MM)

Communication, public speaking, cooperation and conflict management skills are taught and practiced by the students throughout their study period. The school created a curriculum and a set of student activities. The students of the Master of Management programme are members of Master of Management Student Association (HIMMA). HIMMA accommodates all students to improve their skills and competencies through training, workshops, gatherings and seminars. For instance, on March 25th, 2018, HIMMA coordinated a meet-up session between Semester II (batch 51) and III (batch 52) students with the semester I (batch 53) students. The

meeting was intended to serve as a meet and greet session, as well as strengthening the communication and networking of students coming from different batches. The gathering was proven to be successful and students were able to collaborate with other students and lecturers in research. The results of the collaboration were reflected in the number of paper submissions created by the collaboration of students-lecturers to the 2nd International Conference on Finance, Management and Business that was held in Semarang, 1st August 2018.

Students are also encouraged to participate in national and international conferences in collaboration with their advisors, as well as other students. In conducting research activities, the University also involved the students in the research programme scheme arranged by the Directorate of Higher Education of the Republic of Indonesia. Another programme to increase the students' academic ability and professionalism is the community service activity that was conducted both by the students and lecturers. Examples of community service include counseling for home-industry and small business in Ambarawa municipality and for the establishment of ecotourism in Mangunharjo district, Semarang. In conducting the community service, the students were trained to have social concern, improve their public speaking skill and to be able to collaborate with the society.

Bachelor of Management (BM)

The learning process applied in the Bachelor of Management is directed at developing multidisciplinary abilities with the main base remaining in Management Science. This is reflected in the structure of the courses in the Bachelor of Management curriculum, which not only discuss Management Science, but also other interdisciplinary courses relevant, such as Economic Theory, Accounting and Business Law. With the beginning of the first semester, assignments are designed not only in the form of individual assignments, but also in the form of group assignments to train students to be able to communicate well, collaborate and share knowledge.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

For all study programmes:

Within the curricula, there are courses which explicitly equip students with practical skills, such as Econometrics (1 and 2 in undergraduate programmes), giving the students the ability to analyse data. In Econometrics 1, the students will learn about the basic concepts. In contrast,

in Econometrics 2, the students will apply the basic concepts they have learned in processing data using statistical software (e.g., Programme R, STATA, E-EViews). As is known, the ability to analyse data is a valuable skill, especially when the market is growing and connected. Internships are an integral part of the study programmes' curricula. In addition, most students run internship programmes in various institutions (government and private). Through this internship programme, students have the experience of seeing firsthand how the theories and concepts learned in classrooms are practically applied and therefore be better prepared when entering the labor market.

In addition, the thesis has to be written in English to proof foreign language proficiency. The students are required to publish their final thesis either in a journal of the faculty or in a national accredited journal (for those who have the quality). Through the publication of their thesis, students can proof to prospective employers their ability to think analytical and answer research questions.

For both Master programmes

Regarding the Master programmes of Economics and Management, the learning process is designed to improve graduates' employability or their capabilities, in case they are already working. These study programmes emphasise that mastery of theories and concepts is a priority, combined with discussions on how to apply them in the real world so there is no knowledge gap between theory and implementation. The students also have the opportunity to be directly involved in a lecturer research or conduct comparative studies.

Appraisal:

The focus is on learning skills to be able to carry out analyses of data using appropriate methods and tools (e.g., STATA). Moreover, the internship opportunities for students ensure that they get practical experiences. The publication of the thesis is mandatory for students, inter alia to show their research abilities and academic writing skills to prospective employers; the panel, nevertheless, recommends overthinking this obligation especially regarding the Bachelor programmes of Management and Economics (see recommendation in chapter 3.1).

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

4. Academic environment and framework conditions

4.1 Faculty

The development of the lecturers' career must have systematic and dynamic progress in accordance with the dynamic objectives of the study programme. Further, the 96 academic staffs are also classified into *Lektor Kepala* (Associate Professor), *Lektor* (Senior lecturer), *Asisten Ahli* (Assistant Professor), and Teaching Staffs. Based on this classification, the faculty has 35 *Lektor Kepala* (26 %), 52 *Lektor* (39 %), 23 *Asisten Ahli* (18 %), and two teaching staff. Of 133 full-time lecturers, 57 % hold doctorate degrees and 43 % hold master degrees. FEB UNDIP facilitates and supports the lecturers holding master programmes to pursue their doctorate degrees. Currently, 14 lecturers are pursuing their doctorate degrees, consisting of four lecturers of the Economics Study Programme and two lecturers of Management Study Programme.

Table 14: Overview of the faculty structure of the Bachelor and Master Programmes in Economics and Management

| No | Criteria | The Total Number of Lecturers in Faculty | The Number of Lecturers | |
|--------------|--|--|-------------------------|------------|
| | | | Economics | Management |
| A | Functional Position | | | |
| 1 | Teaching Staffs | 3 | 2 | 1 |
| 2 | Asisten Ahli (Assistant Professor) | 23 | 5 | 6 |
| 3 | Lektor (Associate Professor) | 52 | 8 | 22 |
| 4 | Lektor Kepala (Associate Professor) | 35 | 10 | 12 |
| 5 | Guru Besar/Professor | 20 | 6 | 3 |
| Total | | 133 | 31 | 44 |
| B | Most Recent Education Qualification | | | |
| 1 | S2/Master | 57 | 13 | 21 |
| 2 | S3/ Doctor | 76 | 18 | 23 |
| Total | | 133 | 31 | 44 |

The cooperation with the stakeholders can develop public leadership, which eventually serves as the reference for the society. To embody the goal embedded in *Tri Dharma Perguruan Tinggi*, the lecturers must also be active members of professional institutions as well as public and private institutions. Besides performing their academic duties, lecturers also have other professional activities outside the campus. Some examples of active involvement of lecturers in non-academic activities are the Chairman of National Resilience Laboratory at Lemhanas, presidential expert staffs, the members in a board of commissioners, the members of a board of committee in public bank, reviewers in the Ministry of Education and Culture as well as in the Directorate of Higher Education, the professional researchers in research institutions, senior advisers in government and non-government agencies, and businessmen. Their professional experiences give benefits for the activities of knowledge sharing to supplement the theories having been explained in class.

In the learning process, collaboration is undertaken by forming a course teaching team for the preparation of course materials, syllabus and determination of lecture materials. At the beginning of each semester, a coordination meeting is held to prepare for the initial lecture in which each course is plotted for each lecturer. In terms of research activities, collaboration between lecturers is conducted by forming a research team for each field of lecturers' specialisation and community service activities in which several lecturers will form a team to perform activities in accordance with the theme of the service.

To become a lecturer at any higher educational institution in Indonesia, a pedagogical certificate issued by the Ministry of Education and Culture, known as *Sertifikasi Dosen* (Certified Professional Teacher), is required. In addition to the above requirements, professors also have the requirements to publish scientific papers internationally in journals with good reputations. Lecturers and professors are required to be active in research and service activities to support academic quality in the study programme.

The procedure for submission and approval as a professor is contained in UNDIP Rector's Regulation. In addition, lecturers who possess doctoral degrees are encouraged to apply for a professor programme with intensive mentoring and support for research and community service funding. Lecturers with Master degree are also encouraged to continue their doctoral studies. Therefore every lecturer at UNDIP has the opportunity to carry out study assignments and/or study permits to pursue their doctoral degree. The procedure is contained in the Standard Operational Procedures for Study Assignments and Study Permits at UNDIP.

In order to ensure that all academicians at UNDIP meet pedagogical and didactic requirements, the Institute for Development and Quality Assurance of Education (LP2MP) provides various trainings related to teaching and learning methods at UNDIP.

In the study programmes academic advisors for students are provided to support the students' success in the study. They are responsible for providing academic advice and monitoring the study progress of their students. In addition, academic advisors also provide non-academic consultations to help students overcome their non-academic problems. Student consultations to academic advisors are conducted at least four times in one semester. Students can also contact their academic advisors out of working hours or according to agreement. In addition to support from academic advisors, the University also provides support in the form of psychological service consultation for students. For matters outside the academic field, students can also get counselling services with a psychologist.

In education and learning activities, lecturers provide services in the form of counselling in the lecture process, thesis writing, and publication. In addition, lecturers also provide opportunities for students to participate in various academic activities, such as seminars, public lectures, workshops, and training conducted by the faculties, University and various institutions outside the University.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements of all study programmes. The faculty's composition of lecturers, guarantees that both the academic standards and the requirements of professional practice are satisfied. The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes.

UNDIP verifies the qualifications of the faculty members by means of an established procedure and meets the national required standards.

Regarding the pedagogical and didactical qualification of the faculty it corresponds to the requirements and objectives of the study programmes. During the interviews, it could be confirmed that UNDIP offers various trainings and further education courses for their lecturers. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice and is guaranteed by the part-time lecturers as well as the full-time lecturers and their expertise.

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.

| | | 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 Faculty of Economics and Business has three departments, those are, management department, accounting department, and economics study department. The Dean has the utmost responsibility for all strategic decisions taken by all departments. The Head of Study Programme must report to the Dean about all activities in the study programme as having been regulated in the organisational structure. The Head of Study Programme must also have good coordination with all elements in the study programme (staff, secretariats, students, laboratories, and teaching materials).

The Head of Department must monitor the performance of lecturers in teaching-learning activities, guarantee the quality of teaching-learning process based on SOP, and maintain the increasing quality of the graduates with shorter length of study. The study programmes also organize a regular meeting, which is held every three months or incidentally if necessary, to discuss the progress of the activities. This regular meeting evaluates the implementation of the programme's agenda including workshop, seminar, the curriculum design, and the improvement of the lecturers' quality. This activity is also a medium through which the members of faculty solve the problems and deliberate on the development of the department, education and teaching process, research, and community service.

- to formulate concepts and plans for the development of the study programme
- to ensure class schedules, exams, and exam submissions
- to coordinate the implementation of lectures within the study programme
- to coordinate the implementation of education, research, and community service
- to guide, supervise, and assess the students' activities in the study programme
- to monitor the teaching and learning process according to the curriculum and its evaluation

The programmes are managed by the Head of the study programmes and assisted by the Secretary of the study programmes. The latter is responsible for managing day-to-day programme of academic activities, finance and human resources.

The administrative staff is responsible for carrying out daily technical activities, such as preparing activities for learning, providing administrative services to students, and administering finance. The administrative staff assists students in managing academic and student administration documents. Academic services are in the form of processing letters for research purposes, internships, academic leave, and graduation registration, processing of graduation certificates, academic transcripts, and diploma supplements. Student services by administrative staff are in the form of administering scholarships, applying for tuition waivers, and facilitating student activities.

Administrative activities have been supported by an integrated information system provided by UNDIP. With the information system provided by the University, there are many services that can be done online such as requesting academic documents, course enrolment, graduation registration, final assignments, and lectures. The University provides various supporting applications for administrative, academic and other supporting purposes, which can be accessed via single sign on (SSO). The students are also given the opportunity to fill out questionnaires relating to the services of administrative staff. The results of this survey will be used as input by the quality assurance team to improve services to students

The lecturers also receive administrative support through the Single Sign On (SSO) specifically for the lecturer section page, such as listed lecturer teaching schedules, number of lecture hours, student lists, and handling of the examination assessment system. In addition, lecturers also receive support, namely academic and non-academic official letters via email and website addresses, support in technical matters related to teaching or thesis trial preparation.

All administrative staff members are given the opportunity for continuous professional development through training and workshops relevant to their main duties (cf. p. 81 self-evaluation report).

According to UNDIP, all administrative staff members are given the opportunity for continuous professional development through training and workshops relevant to their main duties.

Appraisal:

During the interviews with the programme management as well as with the teachers and administration, the panel was able to convince itself that the programme director coordinates the activities of everyone involved in the programme and ensures that the programmes run smoothly.

Faculty members and students are effectively supported by the administration in the implementation of the study programmes. Sufficient staff is available. Decision-making processes, competences and responsibilities are defined transparently. In the interviews with students, it became apparent that the possibilities of electronic service support are used and complement the personal one-to-one counselling. In addition, UNDIP enables opportunities for continuous professional development for administrative staff.

| | 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 objectives for all four study programmes are supported by ambition to expand international networks. The Faculty of Economics and Business at UNDIP is currently collaborating with universities in various countries around the world, including Haaga-Helia University of Applied Sciences (Finland), Saxion University of Applied Sciences (Netherlands), Université de Nantes and University of Le Havre (France), Curtin University and Griffith University (Australia), Tunghai University (Taiwan), Nagoya University (Japan).

This cooperation with overseas universities mainly focuses on

- broaden the insight of lecturers, students and administration staffs;
- improve the quality of learning activities for the students; and
- provide better academic quality.

Due to this cooperation, it is also possible for the students to join seminars, conferences, workshops, and trainings of partner overseas universities. Another benefit gained from this cooperation is the chance for the lecturers to pursue their doctorate degree in partner universities. The cooperation is stated in the Memoranda of Understanding. Credit transfer systems in collaboration with several partner universities overseas and double degree programmes with partner universities provide flexibility for students to transfer academic performance obtained from partner campuses.

In terms of cooperation with business enterprises, the collaboration of the Faculty of Economics and Business UNDIP and Bank BCA results in ten Bloomberg terminals which all lecturers and students at the Faculty of Economics and Business UNDIP can access.

Bachelor of Economics (BE)

Bachelor of Economics has collaborated with 17 institutions comprising public and private institutions, state-owned private companies, and regional companies in the last three years. Some of the institutions with which Bachelor of Management has collaborated are Bank Indonesia, Bank Jateng, and PT Pegadaian. The study programmes and students get benefits from this collaboration with other institutions. Some of the activities are educational training for the officers of the institutions, focus group discussion, and joint research. The cooperation is stated in MoU (Memorandum of Understanding).

Master of Economics (ME)

The Master of Economics Program has cooperated with business and government institutions for research and education. Research collaboration is beneficial for lecturers and students; lecturers are able to conduct research together with Bank Indonesia Semarang in Consumer Survey, and students are also benefited from this cooperation scheme since they have chances for applying for scholarships from Bank BRI, the Directorate General of Treasury of the Ministry of Finance of the Republic of Indonesia, and the Ministry of Youth and Sports of the Republic of Indonesia.

Master of Management (MM)

Collaboration enables the study programme to invite practitioners as guest lecturers, conduct company visits and send invitations to the stakeholders to attend workshops on curriculum evaluation which is held annually. For example, there are collaborations with PT. Marimas Putra Kencana (a leading food and beverage company in Indonesia), PT. Djarum (belongs to one of the largest family conglomerates in Indonesia), PT. AST Indonesia and with state-owned enterprises such as PT PLN and PT. Phapros. The study programmes also established collaboration with professional organisations like the Regional Board of Notary Association of Central Java to enable students to study the management phenomena in the notary industry.

Bachelor of Management (BM)

Bachelor of Management has set cooperation with various institutions: for example, The Ministry of Finance, The Ministry of Commerce, Bank Indonesia, OJK, Bank Jateng, Pegadaian, PT Telkom, and PT PLN, PTPN IX. The cooperation can be in educational aspect, training, research, community service, internship, and field work lectures. The cooperation is established by the signing of MoU (Memorandum of Understanding) from the involving parties, which then is legalized in Cooperation Agreement Letter (SPK).

Appraisal:

Cooperation with HEIs and other academic institutions and networks with effects on the programme are actively pursued. By means of providing mobility options for students and faculty, various agreements have an impact on the programmes and therefore on the students' competencies and skills. The transferring of the credits is implemented satisfactorily.

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 has a clear impact on the conception and implementation of the study programmes. 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

For all study programmes

The students can access the internet by logging in on Single Sign On (SSO) to use Wi-fi which can be used in all areas at Universitas Diponegoro. UNDIP has developed an integrated online-based learning system or KULON (Online Learning), which can be accessed in kulon2.undip.ac.id. This website is designed to enable the students to access learning materials for an online class. It can be accessed 24 hours to download Learning Plan, learning materials, exercises and assignments, tutorial videos from the lecturers. Besides, students will find information on their grades and submit the assignments.

UNDIP has adequate facilities and infrastructure to support activities both for academic and non-academic activities, such as the Diponegoro National Hospital (RSND), Diponegoro Primary Clinic, UNDIP gas stations, Diponegoro Campus Mosque, sports stadiums, tennis courts, soccer fields, and Diponegoro Education Reservoir. All of these facilities can be accessed by the academic community for free. All classrooms are equipped with LCD, white board, sound system, and air conditioning.

In addition, the study programmes have a library, a computer laboratory, software support (Turnitin, Journal and softwares databases), an elevator, parking space which could contain up to 100 cars, a cafeteria and a prayer room. The newly-built infrastructures available are the student's co-working space and communal room for lecturers. According to UNDIP, most of

the buildings have been designed with a disability-friendly concept. Laboratories have some vital equipment (practicum room, workshops, studio, simulation room, hospital, health care center, greenhouse, agricultural land, and others) used for learning processes in the study programmes or faculty.

The students are able to access literatures from the library at the faculty level and one central library at the university level. The University Library provides students with online access to e-books, e-journals, articles, and periodical publications. Books in Bahasa Indonesia and English are both available. During the semester, the regular library service hours are Monday to Friday, 08:00 – 18:00. Qualified library staff (led by a PhD librarian) is available to help students search for necessary books or journals or to access international databases.

Both students and lecturers can search any literature they need for academic purposes by visiting the Faculty of Economics and Business library. The library serves as the technical support which provides service for students, staff, and lecturers. The library also ensures coordination among library units in the Faculty of Economics and Business. The service in the library of the Faculty of Economics and Business is available at the following working hours: Monday to Friday: 07.30 am to 4.30 pm

Independent Study Rooms are located in the university and faculty library rooms. Supporting rooms consist of places of worship, a health room, a room for student organisations, toilets, a warehouse, a maintenance workshop, and a parking lot with an appropriate size according to the number of users.

The library of the Faculty of Economics and Business has been integrated with the Laboratory of Economics. The library's first floor is the center for the administration services (the registration for a new member, information desks, circulation desk where the visitors check out or return library material, and lockers where visitors can keep their personal belongings before entering the main reading rooms). The library materials on the first floor are reference books and newspapers that the students can borrow. The library materials existing in the main room on the second floor are books, magazines, newspapers, and journals.

Following are the online services which the library of Faculty of Economics and Business UNDIP:

1. E-Resources (eJournals) via Single Sign On centralized at the university level.
2. E-Books with more than 400 titles
3. E-Prints
4. Repository of full text of graduating papers
5. Online network access via Onesearch, iPusnas (National Library), and Jateng (Regional Library).

The faculty also provides access to ProQuest digital libraries that could accommodate the needs for academic references of the students. Annually, the head of school proposes the list of readings that should be provided by the library. The proposals are the result of communication and coordination between the students, the lecturers and the school's management. To ensure flexibility in access to literature, UNDIP has opened access to databases that are subscribed to, including scientific journals, newspapers, and books. Access to subscribed journal collections can be obtained through the E-journal menu located in SSO. UNDIP's subscribed databases include JSTOR, SCOPUS, Web of Science, Taylor and

Francis, Cambridge Core, Emerald, Springer, Nature, EBSCO, and PROQUEST. All of these databases can be accessed through the UNDIP internal network, or also the non-internal UNDIP network (outside UNDIP, such as home) via a proxy server.

The *Bloomberg* facilities provide *up-to-date/real time* data, news and analysis for financial markets. The service *Bloomberg Professional and Media Services Bloomberg* provide financial data, market, pricing, trading, and news. This service can be accessed by students to search for supplementary data for bachelor theses, master theses, and dissertations.

Appraisal:

Due to Covid-19 pandemic, the panel was not able to visit UNDIP on-site. Instead, the University 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. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available.

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 required for the study programme is according to students available in the library as well as online.

| | 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 | | |

4.4 Additional services

UNDIP Career Center (UCC) prepares and develops careers for students and alumni who work professionally and are supported by experts, professionals, practitioners, and various fields and academics to create an efficient and effective career management system.

The forms of services at UCC are:

1. Career Information Programme, providing information about careers that are presented online via web or social media (Facebook, twitter, LinkedIn, Instagram) as well as information presented offline in the form of a career gallery on the UCC office bulletin board. The career information programme is in the form of career news (presenting information related to job vacancies) as well as career tips and tricks (presenting various information regarding tips and tricks to face the competitive world of work).
2. Career Preparation Programme, providing career training activities (organizing training to be ready to enter the world of work), career counselling (providing consulting services), and company visits.

3. Recruitment and Selection, aiming to provide convenience for job seekers in finding a job through an online career application. This activity also facilitates companies to recruit employees according to the desired competencies through campus recruitment and selection as well as career day/career expo.

Under the supervision of Universitas Diponegoro, UCC (UNDIP Career Center), a preparation and career development division, in collaboration with PT UNDIP Citra Cipta Prima, has organized career counseling. This counseling refers to consultation service and counseling related to career development intended for students, job seekers, and office workers. Career counseling involves psychologists and professionals in the psychology of career development, psychology of industry and organization, and human resources management. This service aims to help the clients recognize and develop their potential, choose jobs fitting their interest, talent, potential, and capacity, and solve some other problems concerning careers.

UNDIP alumni are members of the UNDIP Alumni Association (IKA UNDIP), which was formed in 1987 and is based in Jakarta. IKA UNDIP oversees alumni associations at the faculty and study programme level.

Every graduate at the Faculty of Economics and Business will be associated in the Faculty of Economics Alumni Association (IKAFE) that performs both academic and non-academic activities. The communication between the alumni has been carried out in the form of:

1. Holding alumni gatherings at FEB UNDIP Anniversary Event
2. Conducting a gala dinner between batches of alumni of the FEB UNDIP to create a warmer and more family atmosphere.
3. The availability of an alumni portal on the FEB UNDIP website that can be accessed anywhere.
4. Using social media if there are various kinds of activities that require collaboration between generations of alumni and disseminating various information, policies as well as accounting studies.
5. Alumni participation in both academic and non-academic fields in donations, provision of facilities, and network development.

These alumni also give feedback for the study programmes on academic aspect (curriculum, course material, learning method, and others) and non-academic aspect (extracurricular and so on). The academic development includes providing scholarship funds for outstanding students, providing information on job vacancies, and supporting activities related to the development of study programs in the FEB environment. Alumni are also active in building networks for communication and cooperation in the fields of science and social activities.

Master of Management (MM)

The study program's alumni formed FAMMU (Diponegoro University – Master of Management Alumni Forum) as a forum for the development of the alumni network. Through this forum, the alumni also take part in the activities of the study programme.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The panel appreciates the fact that UNDIP has established a Career Center that serves as support to the students and alumni. The panel would like to point

out that greater involvement of the Career Center with regard to internships in the study programmes could be considered in order to obtain support in planning longer internship periods (see appraisal in chapter 3.1).

An alumni network has been established at faculty as well as university level and is used to support the study programmes (e.g. in the further development of the curricula and company visits).

| | 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)

The fund management system is conducted in a centralized and decentralized manner. The centralized system is implemented through one source under the coordination of the University, while the decentralized system is implemented by each faculty through a mechanism for receiving funds according to the number of students. The financial planning of the study programmes are based on a self-submitted planning budget that has been approved and ratified at the Annual Work Meeting (RKT).

The funding system for the implementation from two main sources, namely the State Revenue and Expenditure Budget (APBN) and non-APBN (UNDIP). APBN is a source of financing obtained from the Ministry of Education and Culture of the Republic of Indonesia. Meanwhile, non-APBN funds are obtained through Single Tuition Fees (UKT) and Institutional Funding Donations (SPI); share of profits (dividends) from UNDIP-owned business enterprises; share of profits from collaboration with companies and/or institutions owned by UNDIP; sale of UNDIP's assets; and utilization of UNDIP assets by the third parties.

Scholarships from the government, universities, or private institutions (companies) are given to students who are classified as underprivileged. The alumni also have a scholarship programme in the form of providing tuition assistance for those students.

Appraisal:

The study programme is funded for the entire accreditation period through the above stated system 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

UNDIP's quality assurance system is implemented systematically and monitored annually by internal auditors. The quality assurance system's cycle refers to Establishment, Implementation, Evaluation, Control, and Improvement of Higher Education Standards (PPEPP).²⁰

The implementation of the quality assurance system carried out by UNDIP is under the responsibility of the Educational Development and Quality Assurance Institute (LP2MP), data entry is carried out in each study programme at sipma.UNDIP.ac.id. The Internal Quality Assurance System (SPMI) consists of three categories: Academic, collaboration, and student affairs.²¹ Academic categories of data that must be filled in include subjects, learning outcomes, semester learning plans, learning contracts, number of courses, number of courses of expertise, number of textbooks, activities involving the academic community, number of students in extracurricular activities, number of students involved in PKM, applicants' interest, accepted students, re-registration students, and PBM quality improvement activities. The collaboration data category that must be filled in is the objectives of educational cooperation in all fields. The category of student data that must be filled in is the objectives of the number of activities with a number of academicians, the number of students in each extracurricular activity and student organizations, the number of students involved in research and community service.

Learning evaluations by students are carried out online at the end of each semester. They are furthermore delivered by faculty to each lecturer and are discussed in the study programme meeting at the beginning of each semester. As a follow-up, the evaluation results are used to improve the quality of teaching and learning process.

This evaluation covers several aspects, including: lecture materials, lecturers' competences, administration and infrastructure. Evaluation of lecturers' performance by students is one of the requirements for students to be able to access information on their scores. Students will not be able to fill in the study plan (IRS) and access the test scores if they have not submitted the evaluation. The results of this evaluation are an early indication of how the learning process runs for one semester. In addition to the SSO system, evaluation by students is also conducted regularly through meetings between administrators and students. It constitutes a follow-up to the online evaluation giving students the opportunity to have a direct dialogue with the administrator, to discuss the evaluation results, and to discuss actual things.

At the university level, each study programme will be audited through AIMA (Internal Academic Quality Audit) to ensure learning standards. In addition, evaluations at the faculty and study programme levels are conducted by the Faculty Quality Assurance Team (TPMF) and the Quality Assurance Group (GPM). Periodically, TPMF conducts quality assurance meetings

²⁰ Establishment of higher education standards refers to the Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015.

²¹ Academic categories include subjects, learning outcomes, lesson plans, learning agreement, number of lecturers, number of experts, number of textbooks, activities involving the academic community, number of students in extracurricular activities, number of students who are involved in the community service, the interest of applicants, accepted students, students who re-register, and activities to improve the quality of the teaching and learning process. The collaboration category includes the form of educational collaboration goals in all fields. Student category includes goals and the number of joint activities, the number of students in each extracurricular activity and student organisation, and the number of students involved in research and community service.

with each GPM. GPM reports the findings in the implementation of learning activities in the study programme which include punctuality of the initial implementation of the learning activities, the number of face-to-face meetings, the suitability of the content between the Semester Lesson Plan, and the implementation of learning activities. Then, the findings of the GPM are submitted to the study programme to obtain the necessary follow-up and are socialized through regular study programme meetings.

In addition, the alumni and employers provide input related to the institution development, learning process, and improvement of students and graduates' skills and capabilities.

The results of the evaluation from alumni and stakeholders are then documented by Academic and Student Affairs to obtain follow-up through activities involving lecturers, students, alumni, and stakeholders. It is published on the faculty website and the study programme website. The results of the graduates' performance evaluation will be followed up in various ways, including reviewing or updating the curriculum and syllabus, developing learning methods, improving academic atmosphere, improving administrative services, as well as improving facilities and infrastructure.

With the current SSO system, most academic and non-academic documents and activities are automatically recorded in the system, for example academic regulations, curriculum, lecture processes, consultation processes, Examinations, assignments, Thesis Examinations, etc. Students can also access their academic records, ongoing semester activities, financial issues, and other related information through the single sign-on platform using their active accounts. In addition, documentation of content and description of the study program can be accessed through Academic Guidelines updated and published at the beginning of each academic year in a book given to all new students. All rules regarding lectures, examinations, graduation, code of ethics, and academic sanctions are also included in Academic Guidelines to guide students during their study period. Additionally, UNDIP has several policies where all activities and evaluations are documented and regularly updated on the study programmes website page.

The academic calendar is available online on the respective website of the study programmes. It contains information about guidelines for academic activities, research, community service, human resources development, student activities, and character education activity guidelines for new students, research collaboration, graduation, alumni gatherings, summer course, guest lectures, and workshops. Academic information can also be obtained through the social media accounts such as Youtube, Instagram and Facebook.

Appraisal:

The quality assurance and development procedure takes into account the results of the evaluations of students, alumni, lecturers and third parties as well as graduate employment with the help of the tracer studies conducted. However, the panel criticises the fact that only the workload of the lecturers is evaluated, while the actual student workload is not systematically analysed and evaluated. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing. Therefore, the panel recommends the following **condition**:

- The University implements an anonymous evaluation form that collects student feedback about the workload for each course.

In their statement on the report, UNDIP states that there are several evaluation mechanisms for the students' learning process. Through these consultation procedures it can be detected and identified whether students face obstacles and problems in their studies, as well as through the monitoring of the final grades. The panel acknowledges the support and consultancy students receive as well as the existing monitoring mechanisms. However, a systematic workload evaluation which would deliver quantitative data is essential for continuous control and improvement of the study programmes.

Faculty members in the respective committees plan and assess the quality assurance and development procedures. Students' evaluations as well as quality control by the faculty are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process. With the tracer studies an external evaluation is carried out on a regular basis and provides additional input for the quality development process. With regard to external evaluations on the part of the employers, the panel **recommends** that first and perhaps also second employers be asked more frequently about the success of the graduates working there and the extent to which the employees are satisfied/dissatisfied with them.

In terms of the programme description, UNDIP uses a digital academic system that provides students with all relevant and required information online regarding the study programme's content, curriculum and examination scheme.

In terms of information on activities during the academic year UNDIP regularly publishes current news and about the study programme on their website as well as social media.

| | | 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) | | | | | condition |
| 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 Diponegoro

Bachelor / Master programme:

Bachelor of Management

Bachelor of Economics

Master of Economics

Master of Management

| | | 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) | | | BE, BM, ME, MM | | |
| 1.2* | International orientation of the study programme design (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 1.3 | Positioning of the study programme | | | | | |
| 1.3.1 | Positioning of the study programme in the educational market | | | BE, BM, ME, MM | | |
| 1.3.2 | Positioning of the study programme on the job market for graduates („Employability“) | | | BE, BM, ME, MM | | |
| 1.3.3 | Positioning of the study programme within the HEI's overall strategic concept | | | BE, BM, ME, MM | | |
| 2 | Admission | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 2.2 | Counselling for prospective students | | | BE, BM, ME, MM | | |
| 2.3* | Selection procedure (if relevant) | | | BE, BM, ME, MM | | |
| 2.4(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | | condition ME | BE, BM, MM |
| 2.5* | Ensuring foreign language proficiency (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 2.6* | Transparency and documentation of admission procedure and decision (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3. | Contents, structure and didactical concept | | | | | |
| 3.1 | Contents | | | | | |
| 3.1.1* | Logic and conceptual coherence (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | | BE, BM, ME, MM | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.1.3* | Integration of theory and practice (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.1.4 | Interdisciplinary thinking | | | | BE, BM, ME, MM | |
| 3.1.5 | Ethical aspects | | | BE, BM, ME, MM | | |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.1.7* | Examination and final thesis (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.2 | Structure | | | | | |
| 3.2.1* | Modular structure of the study programme (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.2.2* | Study and exam regulations (Asterisk Criterion) | | | BE, BM, | condition ME, MM | |
| 3.2.3* | Feasibility of study workload (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.2.4 | Equality of opportunity | | | BE, BM, ME, MM | | |
| 3.3 | Didactical concept | | | | | |
| 3.3.1* | Logic and plausibility of the didactical concept (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.3.2* | Course materials (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.3.3 | Guest lecturers | | | BE, BM, ME, MM | | |
| 3.3.4 | Lecturing tutors | | | BE, BM, MM, ME | | |
| 3.4 | Internationality | | | | | |
| 3.4.1* | International contents and intercultural aspects (Asterisk Criterion) | | | BM, MM, BE, ME | | |
| 3.4.2 | Internationality of the student body | | | BE, BM, ME, MM | | |
| 3.4.3 | Internationality of faculty | | | BE, BM, ME, MM | | |
| 3.4.4 | Foreign language contents | | | BE, BM, ME, MM | | |
| 3.5* | Multidisciplinary competences and skills (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 3.6* | Skills for employment / Employability (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4. | Academic environment and framework conditions | | | | | |
| 4.1 | Faculty | | | | | |
| 4.1.1* | Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion) | | | BE, BM, ME, MM | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|----------------|
| 4.1.2* | Academic qualification of faculty (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.1.3* | Pedagogical / didactical qualification of faculty (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.1.4 | Practical business experience of faculty | | | BE, BM, ME, MM | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.1.6* | Student support by the faculty (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.1.7(*) | Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes) | | | | | BE, BM, ME, MM |
| 4.2 | Programme management | | | | | |
| 4.2.1* | Programme Director (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.2.2 | Process organisation and administrative support for students and faculty | | | BE, BM, ME, MM | | |
| 4.3 | Cooperation and partnerships | | | | | |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | BE, BM, ME, MM | | |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | BE, BM, ME, MM | | |
| 4.4 | Facilities and equipment | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 4.5 | Additional services | | | | | |
| 4.5.1 | Career counselling and placement service | | | BE, BM, ME, MM | | |
| 4.5.2 | Alumni Activities | | | BE, BM, ME, MM | | |
| 4.6* | Financing of the study programme (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 5 | Quality assurance and documentation | | | | | |
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | | condition BE, BM, ME, MM | |
| 5.2 | Instruments of quality assurance | | | | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 5.2.1 | Evaluation by students | | | BE, BM, ME, MM | | |
| 5.2.2 | Evaluation by faculty | | | BE, BM, ME, MM | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | BE, BM, ME, MM | | |
| 5.3 | Programme documentation | | | | | |
| 5.3.1* | Programme description (Asterisk Criterion) | | | BE, BM, ME, MM | | |
| 5.3.2 | Information on activities during the academic year | | | BE, BM, ME, MM | | |