Decision of the FIBAA Accreditation and Certification Committee

5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	20/148
Higher Education Institution:	Universitas Kristen Indonesia
Location	Jakarta
Study Programme:	International Relations (Bachelor of Social Science (Int. Relations))
Type of Accreditation	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited under conditions.

Period of Accreditation: March 23, 2022, and finishing on March 22, 2027.

Condition 1: The University
a) integrates the MBKM internship and respective MBKM activities into the curriculum;
b) sets out a module handbook where the learning outcomes of the MBKM activities are clearly labelled and defined (see chapter 3.2).

The FIBAA Accreditation and Certification Committee has specified in the panel's recommended condition 1b) (see Summary and chapter 3.2) that it refers to the learning outcomes of the MBKM activities.

Condition 2: The University implements in its evaluation form questions that collect student feedback on the workload for each course (see chapter 5.1).

Proof of meeting these conditions is to be supplied by December 22, 2022.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on March 22, 2023.

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
Universitas Kristen Indonesia (UKI)

Bachelor programme:
International Relations

Qualification awarded on completion:
Bachelor of Social Science (International Relations)

General Information on the Study Programme

Brief description of the study programme:

The Bachelor programme International Relations offers within 4 years (8 semesters) and with a workload of min. 230 ECTS credits a training aiming at various professional occupations such as diplomacy actors, diplomacy practitioners, academic / professional researchers, professional writers, columnists or editors, and practitioners who can actively play a role in public institutions, private institutions, as well as civil society institutions at local, national, regional and global levels.

Most courses are taught in the Indonesian language, some of them bi-lingually Indonesian-English. Graduates acquire the degree "Bachelor of Social Science (Int. Relations)".

Type of study programme:
Bachelor programme

Projected study time and number of credits assigned to the study programme:
8 semesters / 4 years; 144 sks credits, 230 ECTS credits

Mode of study:
Full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
No

Scope (planned number of parallel classes) and enrolment capacity:
2-3 parallel classes, 120 students

Programme cycle starts in:
Odd semester: September
Even semester: March

Initial start of the programme:
1994

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programme International Relations (Bachelor of Social Science (Int. Relations)) was made between FIBAA and Universitas Kristen Indonesia on February 22, 2020. On July 15, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Margit Bussmann
University of Greifswald, Germany
Professor of International Politics and Reginal Studies

Prof. Dr. Vera de Hesselle
Hochschule Bremen, City University of Applied Sciences, Bremen, Germany
Professor of Business Law and Tax Law

Prof. Dr. Ilka Mindt
University of Paderborn, Germany
Professor of English Linguistics

Prof. Dr. Irwan Trinugroho
Universitas Sebelas Maret, Indonesia
Associate Professor of Finance and Banking

Dr. Rudolf Camerer
Director of elc – European Language Competence
Frankfurt a.M., Germany
(Foreign language requirements in international professional and other contexts)

Dr. Philipp Stiel
Bavarian State Chancelllery Munich, Germany
Head of Budget and Internal Services Department
(Organisation, Public Management)

FIBAA project manager:
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on December 7, 8, and 9, 2021 with UKI representatives. The same cluster included an appraisal of the English Literature programme (Bachelor of Arts), the Bachelor programme Law (Bachelor of Law) and the English Language Education programme (Bachelor of Arts). At the end of the online conference the panel gave brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 16, 2022. The statement on the report was received on February 25, 2022; it has been taken into account in the report at hand.

Summary

The International Relations programme (Bachelor of Social Science (Int. Relations)) offered by Universitas Kristen Indonesia (UKI) fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 23, 2022, and finishing on March 22, 2027, under condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna Declaration.

The panel members identified need for improvement regarding the integration of the MBKM activities and the analysis on student workload[1].

They recommend the accreditation on condition of meeting the following requirements:

Condition 1: The University

a) integrates the MBKM internship and respective MBKM activities into the curriculum; b) sets out a module handbook where the learning outcomes are clearly labelled and defined (see chapter 3.2);

Condition 2 : The University implements in its evaluation form questions that collect student feedback on the workload for each course (see chapter 5.1).

Proof of meeting these conditions is to be supplied by December 22, 2022.

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

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

- Better communicating the MBKM options to students, industry, and other stakeholders (see chapter 3.1);
- Organising the curriculum in modules which can bring courses of coherent context under a common roof (see chapter 3.2);
- Offering more opportunities to students for collaborative work; moreover, digital cooperation provided by UKI should be enhanced (see chapter 3.3);
- Updating the didactic teaching methods and learning activities in the syllabi (see chapter 3.3);
- Including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills (see chapter 3.4;
- Including more practitioners who can augment practical experience in order to better connect theory and practice (see chapter 4.1);
- Offering courses to faculty members on digital skills and pedagogical teaching techniques in HEI which will be more and more important in the future apart from the Covid-19 pandemic (see chapter 4.1);

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[1] These aspects are "asterisk criteria" which means that they are essential for the study programme.

- Installing the planned learning management system for teaching English soon. Additionally, library services should go ahead as planned so that students and staff get full access to several electronic library platforms such as the European Digital Library (see chapter 4.4).

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

There is one criterion in which the programme exceeds the quality requirements:

- Interdisciplinary thinking (see Chapter 3.1).

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

Information

Information on the Institution

Universitas Kristen Indonesia (UKI) is a private University in Indonesia and was founded in 1953 by Indonesian Christian prominent figures. Up to now, UKI has produced more than 70,000 graduates who work in various sectors throughout Indonesia and abroad as well. Currently, UKI has about 6,000 students who come from various regions of Indonesia. The number of foreign students is low.

The International Relations programme (IR) started in 1994. Up to now, UKI has developed eight faculties and a school of postgraduate. The eight faculties include (1) Faculty of Teacher Training and Education, (2) Faculty of Letters and Languages, (3) Faculty of Economics and Business, (4) Faculty of Law, (5) Faculty of Medicine, (6) Faculty of Engineering, (7) Faculty of Social Sciences and Political Science, and (8) Faculty of Vocational Studies and a School of Postgraduate Training. Currently, it offers 24 undergraduate and eight postgraduate programmes (six Master and two Doctoral programmes). The 32 study programmes are supported by services for students, faculty, and staff. These include (1) Teaching Hospital, (2) Libraries (the main library is accredited with "A" rating by the National Library of Indonesia), (3) Laboratories, (4) Spiritual Services and Counselling Centre, (5) Sport and Health Centre, (6) Entrepreneurship Development Centre, (7) Language Service Centre, (8) Student Dormitory, and (9) Students and Alumni Centre. The IR programme belongs to the Faculty of Social and Political Sciences.

Head of the University management is the Rector who is accompanied by four Vice-Rectors: (1) Vice-Rector Academic Affairs, (2) Vice-Rector Finance, Marketing, and General Administration, (3) Vice-Rector Student Affairs, Alumni, and Law, and (4) Vice-Rector Human Resources and Cooperation.

The support department, bureaus, and offices include: (1) Quality Assurance Body, (2) Institute for Research and Community Service, (3) Academic Administration Bureau, (4) Academic Development and Evaluation Bureau, (5) Learning Technology Development Bureau, (6) Bureau of Finance and Accounting, (7) Marketing Bureau, (8) Cooperation Bureau, and (9) International Affairs Office.

Further development of the programme and statistical data

The International Relations (IR) programme offers 120 study places per year. During the last years the number of applicants on average remained under the number of study places. Therefore, not all study places have been occupied. Over the years, UKI accepted more female students than male. There are few foreign students studying in this programme. The average duration of study slightly exceeds the regular duration of the IR programme (4 years).

The Regulation of Indonesian Minister of Education and Culture No. 49/2014 stipulates that undergraduate students in higher education in Indonesia should complete their study in four to five years (8-10 semesters). Thus, although students reading IR are encouraged to complete their studies in 4 years, some of them need more time. Therefore, looking at the success rates below one must take into account that those students who do not pass the final exam in the fourth year continue their studies in the following year. This means graduates of one year may have begun their studies in different years.

INTERNATIONAL RELATIONS STUDY PROGRAMME : STUDENTS' DATA

		2021	2020	2019	2018	2017
Study Places		120	120	120	120	120
Applicants	Total	**111**	**119**	**73**	**97**	**97**
	Female	73	74	-	-	-
	Male	38	45	-	-	-
Application rate in %		91.6	99.2	60.8	80.8	80.8
First Year Students (regular + transfer)	Total	**115**	**122**	**73**	**102**	**103**
	Female	82	83	53	59	90
	Male	33	39	20	43	13
Rate of Female Students In %		71.30	63.33	72.60	57.85	87.38
Foreign students	Total	0	1	0	0	2
	Female	0	0	0	0	0
	Male	0	1	0	0	2
Rate of foreign students		0	0.81%	0	0	1.94%
Percentage of occupied study places		95.83	101.67	60.83	85.0	85.83
Graduates	Total	**8**	**76**	**54**	**46**	**31**
	Female	5	60	38	32	25
	Male	3	16	16	14	6
Success Rate in %		-	63.00	75.28	81.82	71.43
Cohorts starting			2017	2016	2015	2014
Dropout Rate in %			37,00	24.72	18.18	28.57
Average Duration of Study (years)		4.3	4.8	4.2	4.5	4.2
Average grade of final degree[2]	Total		**3.67**	**3.63**	**3.44**	**3.44**
	Male		3.52	3.55	3.26	3.29
	Female		3.72	3.66	3.53	3.49

UKI has given some plausible reasons why students do not continue their study:

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[2] See "Value scale" in chapter 3.1.

Students sometimes are not clear about the subject they really want to study when they start. After a while they may move to another programme either in UKI or outside. Another cause is related to financial matters: Students cannot afford the tuition fees because of private reasons or a lack of clear financial planning for 4 years.[3]

In 2020 / 2021 UKI changed the IR curriculum to fulfil the requirements of the new policy of the Ministry of Education and Culture (Mendikbud) and the respective ministerial decrees[4]. This policy is called "Freedom to learn." For higher education it has been titled "Merdeka Belajar – Kampus Merdeka" (MBKM). This policy aims to give students the right to learn outside the home university and the study programme up to three semesters (with 20 sks credits per semester) with the following core elements: (1) Internship, (2) Project in a village, (3) Student exchange, (4) Research, (5) Entrepreneurial activities, (6) Independent study or project, (7) Humanitarian project, (8) Teaching in school. The list of activities can be taken from programmes determined by the government and/or from programmes that are approved by the Rector. Every selected activity must be guided by a University lecturer.

UKI confirmed that the curriculum presented to the panel is the new one from 2020 / 2021 which takes into account the MBKM requirements.

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[3] Additional information in UKI's statement on the draft report.
[4] Mendikbud Decrees, 2020 No. 3 – 7.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

Referring to the vision and mission of UKI, the IR programme has set the vision, mission, and objectives as follows:

Vision: To become the leading study programme in the fields of education, research, and community service in sustainable development studies of the Asia Pacific region at the national level in 2024, Southeast Asia level in 2029, and the Asian level in 2034 in accordance with Christian values and Pancasila[5].

The vision shall be achieved through several missions, such as to improve management and governance of study programmes as well as the quality of the research-based teaching; to improve the learning process by utilizing communication and information technology; and to enhance the development of cooperation with strategic and mutually beneficial institutions at the national, regional and global levels.

Graduates of the IR programme shall acquire the competencies and skills for various fields of work such as diplomacy actors, diplomacy practitioners, academic / professional researchers, professional writers, columnists or editors, and practitioners who are able to actively play a role in public institutions, private institutions, as well as civil society institutions at local, national, regional and global levels.

The graduates from IR programme shall be equipped with seven academic competencies and personal skills based on the learning process with the following learning outcomes (LO):

Learning Outcomes of the IR programme

LO	Description of Learning Outcome (LO)
LO 1	Able to show an attitude that upholds human values, social sensitivity, and concern for society and the environment based on religion, morals and ethics in the life of the community, nation and state;
LO 2	Able to act as citizens who obey the law, proud, love the country, and have nationalism and responsibility to contribute to improving the quality of life in society, nation, state, and the advancement of civilization based on Pancasila;
LO 3	Able to carry out duties in a disciplined, professional, responsible, and integrity manner with a spirit of independence, strivings, and entrepreneurship forwork in their field of expertise.
LO 4	Able to adapt and work together in new situations, communities and environments to achieve goals and develop networks, colleagues at home country and abroad;
LO 5	Able to apply philosophy, concepts and theories of international relations which are developed and formulated logically, critically, systematically, and innovatively for solving issues and problems in achieving sustainable development in Indonesia, the Asia Pacific region, and their relationship with other regional countries;
LO 6	Able to compile efficient and effective scientific descriptions in order to produce solutions, ideas, designs, or art criticism to make correct decisions on issues and problems to achieve sustainable

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[5] Pancasila is the official, foundational philosophical theory of Indonesia. It is composed of five principles and contends that they are inseparable and interrelated: Belief in God, Humanity, Unity of Indonesia, Democracy and Social Justice.

	development in Indonesia, the Asia Pacific region, and their relationship with other regional countries in the methodology of international relations;
LO 7	Able to communicate, socialize, advocate, and bridge the negotiation of ideas in writing and verbally to achieve common goals based on valid and reliable information according to scientific rules, procedures and ethics by applying a humble and respectful attitude towards diversity of culture, views, religion, beliefs, and other people's original opinions or findings.

The seven learning outcomes of the IR programme contain learning objectives in the cognitive, affective, and behavioral (skills) domains. Cognitive objectives are in LO 3, LO 4, LO 5, LO 6 and LO 7. Affective objectives are in LO 1, LO 2, LO 3, LO 4, and LO 7. Behavioral or skills

The LO objectives in the 2020-2025 IR curriculum are based on the Indonesian Qualifications Framework (IQF) and also on input from various stakeholders such as experts and practitioners of international relations and sustainable development, Indonesian Association for International Relations (Asosiasi Ilmu Hubungan Internasional Indonesia/AIHII), graduate user actors, International Relations Student Association (Himpunan Mahasiswa Ilmu Hubungan Internasional/HIMAHI UKI), and internal lecturers.

Appraisal:

The panel notes that the IR programme has proved itself for different professions such as diplomacy actors, diplomacy practitioners, academics/professional researchers, professional writers/columnists/editors, and cooperation practitioners. Against this background, the panel considers the qualification objectives of the programme to be explained and convincingly presented in relation to the target groups, targeted professional fields and societal context of the discipline. The objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality (in particular with the LOs 1, 2 and 7).

In the opinion of the panel 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 Indonesian Qualification Framework (IQF).

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

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

International orientation of the IR programme can be found in learning subjects/courses, lecturer education, international conferences, international journals, student activities, the presence of foreign students and international cooperation.

Almost all the core courses of the study programme starting from semester 1 to 7 are studies of international relations in various regions, namely Asia Pacific, South/Central Asia, Europe, Latin America, Africa and the Middle East with a specialisation on sustainable development goals that have been declared by United Nations since 2015 and replaced the Millennium Development Goals since 2000. There are 28 courses that are directly related to international aspects and the professional application besides foreign language courses, such as Introduction to International Relations, Practice of International Organizations I and II, Globalization, Theories of International Relations, Introduction and Evolution of Sustainable Development Goals, Methodology of International Relations, Regional Studies, Politics and Foreign Policy, and others. Foreign language courses include English, Japanese, Korean, Mandarin and French.

Appraisal:

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

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

1.3 Positioning of the study programme

The IR programme was established in 1994 to meet the interests and needs of the community for graduates who have international insight. Therefore, it realizes the need to have a "core" curriculum that is specific and in accordance with national, regional and international developments. Also, it takes into account Indonesia's is strategic situation in the Asia Pacific region.

The education market in Indonesia is very large. Almost every young person who graduated from high school/vocational school wants to go to the university or college. The choice of the IR programme opens a step towards an international career.

The curriculum prepares students to get involved in both academic and non-academic fields. So far, alumni are absorbed in the government sector, national/international non-governmental organisations and private companies. Alumni continue their training with postgraduate studies in Indonesia or abroad aiming at jobs as diplomats, local staff at the Indonesian Embassy abroad, media writers, university lecturers and collaborators in international institutions.

Diplomacy actors are professions graduates of the IR programme to become diplomats in central and local government agencies representing the Indonesian government in conducting foreign relations with other countries or become ambassador staff or employees representing international and / or business organisations, or civil society organisations operating at local, national, regional and global level.

Professional researchers work on sustainable development issues related to international relations in the Asia Pacific region, either as independent freelance researchers, or

researchers in government educational and research institutions or other research organisations at local, national, regional and global levels.

Professional authors, columnists, or editors related to sustainable development work on issues in the area of international relations in the Asia Pacific region, either as independent freelance, or working in educational institutions, research institutions, or newspaper agency belonging to the government, private, or civil society at local, national, regional and global levels.

Practitioners can have a job as negotiators, advocate, fund raisers, in public relations, or as public campaigners in government organisations, private organisations, or civil society institutions related to issues of sustainable development in the Asia Pacific region.

The study programme supports UKI's vision and mission to become a leading university at the national and regional level. Increasing faculty and student resources is a major concern, especially in terms of achieving research output, publication and development of international networks through teaching, international seminars and international journals.

Appraisal:

The reasons given for the positioning in the relevant educational market are plausible. The statistical data show that the number of applicants is going up. The arguments in support of graduates' employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The study programme is convincingly integrated into the HEI's overall strategic concept. Its qualification goals are in line with the HEI's mission and strategic planning.

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

2.   Admission

University applicants have to undergo an admission process, which is based on the Law on Higher Education[6] regulated by Rector's Decree number 80/SK.REK/10/2017 about New Students Admission Guidelines of Universitas Kristen Indonesia. The applicants are required to fulfil the prerequisites of admission: the registration and a test process that can be done online through the UKI website https://pmb.uki.ac.id/home or by offline application forms and test. This website is also used to track the updates of the admission announcements.

As part of the registration applicants must deliver to UKI a copy of the Certificate of National Examination Results (Surat Keterangan Hasil Ujian Nasional=SKHUN) and a legalised high school/vocational diploma. Moreover, they must submit recent photographs and copies of their identity card, their birth certificate, and their family card. Then, for entering the university the prospective students will have to take an online test by passing the standard test score. This is an Academic Potential Test, that includes tests of verbal ability, analogy, numeric mathematic ability, and basic mathematics. The Faculty Leaders (Dean/Vice Dean/Head of Study Programme) determine who will be accepted according to the passing grade in each faculty/study programme.

There are three kinds of admission processes held by the Students Admission Centre, which can be followed by the student candidates:

1. The general admission process applies to all applicants except no. 2 and 3. It can be done by online registration through the link https://pmb.uki.ac.id/home.

2. The special admission process, which is the track for student candidates with scholarships (https://pmb.uki.ac.id). This includes "Sibling Scholarships" in the form of a discount for sons and daughters (biological) of active employees or UKI alumni as well as siblings of active UKI students.

3. Transfer programme admission, which allows the student candidates to be accepted by having transfer credits from an 'A' accredited IR programme of another university.

The admission selection system for UKI new students starts from entrance tests and their results through the UKI admissions website (www.pmb.uki.ac.id). The applicants are required to pass a basic English proficiency test (TOEIC) held by UKI (Language Service Center) with at least 65 % achievements. After that the Faculty Leaders (Dean/Vice Dean/Head of Study Program) will be based on the test grades determine the qualified students. The names of accepted new students will be uploaded on the UKI website (pmb.uki.ac.id).

The student recruitment process also provides opportunities for outstanding high school students to enter UKI through the achievement pathway and the invitation path. This provides convenience and discounts on first-year tuition fees of up to more than 50%. Prospective new students also can get athlete scholarships and scholarships from local governments and churches that are UKI partners.

Through the website https://www.uki.ac.id/halaman/index/20171013-mahasiswa-jalur-umum applicants can access all information related to registration procedures, online test schedule, test results and other announcements. The prospective students may also contact the admission team through WhatsApp or send an e-mail to pmb@uki.ac.id or may come to UKI

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[6] No. 12, 2012, Section 73 f.

main campus and ask direct questions to the admission teams in Rectorate Building, Cawang Campus.

The final decision on the admission process will also be sent to the applicants' registered e-mail addresses as well as WhatsApp and messages. Moreover, UKI Admission Office will announce all information related to the admission process and updates in UKI social media, such as websites, Instagram, Twitter, Facebook. In this admission procedure, all personal data of prospective new students are guaranteed to be protected in privacy. After the decision, the prospective students can also make any suggestions, comments, and questions related to the admission process by contacting the student admissions committee via WhatsApp, telephone, and e-mail which will be responded. When the students are accepted, they need to make payments for the study, do the registration and receive a student ID Card.

Appraisal:

The panel notes that the admission requirements are regulated and defined through a Rector's decree in a comprehensible way. The national requirements are presented and taken into account.
Applicants can directly turn to the UKI Admission Office for getting information and counselling, directly and / or online, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal communication between applicants and UKI is provided by telephone, via e-mail or social media. An individual test of the applicants ensures that qualified students are admitted. The selection procedure is transparent. The selection procedure is transparent and ensures that qualified students are admitted.

UKI has described and documented the admission procedure that is also accessible for interested parties. The admission decision is based on transparent criteria and is communicated via email in writing.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The IR programme has an obligatory workload of 144 sks credits and is divided into 8 semesters (a 4-year programme). Offered are 61 courses that are subdivided into 48 compulsory courses with 138 sks credits and 13 elective courses with a total of 50 sks credits. Students have to enrol for at least three or four elective courses (with min. 8 sks credits).

All HEIs in Indonesia implement outcome-based education as regulated under the legal requirements of the Ministry of Education, Culture, Research and Technology (Mendikbud-Ristek). Outcome-based education is developed with four core aspects (attitudes, knowledge, general skills, and specialised skills). Attitude aspects have been set by the Indonesian Qualification Framework (IQF)[7], while general skills have been formulated by the Ministry Mendikbud-Ristek. Knowledge and specialised skills are determined by the University / study programme.

The 2020-2024 curriculum structure is applied since the beginning of the Odd semester of the 2020/2021 Academic Year in August 2020 and reflects the learning achievements of the IR programme regarding attitudes/values, mastery of knowledge, special skills and general skills[8].

The programme subjects can be classified as national mandatory courses (stipulated by Indonesian government regulations), University and Faculty compulsory courses, study programme courses (core subjects in international relations), and elective specialising courses. The IR programme has five language classes offered to students, namely English, French, Japanese, Mandarin and Tagalog[9], each with a course weight of three credits. These courses are carried out interactively to encourage students to express themselves in this language.

Based on the learning study material and the formation of the above courses, the IR curriculum has the following structure:

Curriculum Structure of the International Relations Study Program

SEMESTER 1

Code	Courses	Credits
999-0-1-1-002	Pancasila	2
999-0-2-1-007	Christian Ethics	2
999-0-1-1-004	Indonesian	2
999-0-2-1-009	Introduction to Information Technology	2

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[7] The Indonesian abbreviation is KKNI.
[8] In accordance with the Regulations Minister of Research and Technology and Technology No.3 of 2020.
[9] Spoken in the Philippines.

707-0-3-1-001	Introduction to Political Science	3
707-0-3-1-002	Introduction to Sociology	3
707-0-3-1-003	Introduction to Economics	3
707-1-4-1-006	Introduction to Communication Studies	3
707-1-4-1-007	Introduction to International Relations (PIHI)	3
707-1-4-1-008	International Organisational Practice I	1
Total	10 Courses	24

SEMESTER 2

Code	Courses	Credit
999-0-1-1-001	Christianity	2
999-0-1-1-003	Citizenship and Anti-Corruption Education	2
999-0-2-1-006	English	2
707-0-3-1-004	Social Research Methods	3
707-0-3-1-005	Introduction to Legal Studies	3
707-2-4-1-009	Academic Writing, Percentages, and Publications	3
707-2-4-1-010	Globalisation	3
707-2-4-1-011	International Relations Theories	3
707-2-4-1-012	Introduction to and Evolution of Sustainable Development Goals	3
Total	9 Courses	24

SEMESTER 3

Code	Courses	credit
707-1-4-1-013	Intern. Relations Methodology	3
707-1-4-1-014	Area Studies	3
707-1-4-1-015	Politics and Foreign Policy	3
707-1-4-1-016	Perspective Theory and Basic Concepts of Sustainable Development	3
707-1-4-1-017	Global Law and Justice Governance	3
707-1-4-1-018	Peace and Security Studies	3
707-1-4-1-019	Global Economy and Politics	3
707-1-4-1-020	Global Environmental Studies	3
707-1-4-1-013	International Relations Research Methodology	3
Total	9 Courses	24

Semester 4

Code	Courses	credit

Code	Courses	Credit
707-2-4-1-021	Negotiation and International Lobby	3
707-2-4-1-022	Cross-Border Communication and Collaboration of Various Stakeholders	3
707-2-5-1-040	Specialization I: (Choose between I, II, III) Sustainable Development in Politics, Law and Global Security	3
707-2-5-1-041	Specialization II: Sustainable Development in Global Socioeconomics	3
707-2-5-1-042	Specialization III: Sustainable Development in a Global Environment	3
707-2-4-1-023	International Relations and the Sustainable Development Goals in the Asia Pacific Region	4
707-2-4-1-024	International Relations and Sustain. Development Goals inSouth and Central Asia Region	4
707-2-4-1-025	International Organisational Practice II	1
707-2-4-1-026	ASEAN language	3
707-2-6-1-049	Choice of Language Skills (PKB) (1)　　　Japanese	3
707-2-6-1-050	(2)　　　Korean	3
707-2-6-1-051	(3)　　　Mandarin	3
707-2-6-1-052	(4)　　　French	3
Total	13 Courses	24

Semester 5

Code	Courses	Credit
707-1-4-1-027	International Relations and Sustain. Development Goals in the European Region	4
707-1-4-1-028	International Relations and Sustainable Development Goals in Latin America	4
707-1-4-1-029	Intern. Relations and Sustainable Development Goals in Africa and Middle East Region	4
707-1-4-1-030	International Sustainable Development Science / International Sustainable Development Studies	3
07-1-5-1-043	Specialisation Project I (Choose I, II or III): Seminar on Issues and Dynamics of Sustainable Development in Global Politics, Law and Security / *Seminar on Issues and Dynamics of Sustainable Developments in Politics, Law and Global Security*	3
707-1-5-1-044	Specialisation Project II: Seminar on Issues and Dynamics of Sustainable Development in Global Socioeconomics / *Seminar on Issues and Dynamics of Sustainable Developments in Global Socioeconomics*	3

707-1-5-1-045	Specialisation Project III: Seminar on Issues and Dynamics of Sustainable Development in a Global Environment	3
707-1-4-1-031	Internship Preparation Class	2
999-0-2-1-005	Entrepreneurship	2
Total	9 Courses	22

Semester 6

Code	Courses	Credit
707-2-4-1-032	Practical work according to specialization	3
707-2-4-1-033	International Relations Innovations	2
707-2-4-1-034	Domestic and International Study Visits	3
707-2-6-1-045	Choice of Technology Skills (K.Tek)	
	(1) Digital NetworkDevelopment	3
707-2-6-1-046	*(2) Digital Marketing*	3
707-2-6-1-047	*(3) Digital Business*	3
707-2-6-1-048	*(4) Advance Computer Science*	3
Total	7 Courses	11

Semester 7

Code	Courses	Credit
707-1-4-1-036	Seminar according to specialization	3
707-1-4-1-037	*Data Science*	3
707-1-4-1-038	International Relations Innovations and Achievements	3
Total	3 Courses	9

Semester 8

Code	Courses	Credit
707-2-4-1-039	Thesis	6
Total	1 Course	6

There are 28 courses that are directly related to international material besides foreign language courses, such as Introduction to International Relations, Practice of International Organizations I and II, Globalization, Theories of International Relations, Introduction and Evolution of Sustainable Development Goals. Foreign language courses include English, ASEAN languages (Tagalog, Vietnamese), Japanese, Korean, Mandarin and French.

The IR programme offers specialisations in particular on sustainable development for professional researchers, but also for those who want to become writers, columnists, or professional editors in the fields of politics, law, security, economy, social and environment. The respective courses are offered in semesters 4, 5 and 6. The special courses deal with resolving issues of sustainable development in different regions: Asia Pacific Region, South Asia and Central Asia, Europe, Latin America, Africa and the Middle East. Students are trained to design various alternative solutions and to solve problems.

Moreover, students must take a regular internship ("Practical Work") in semester 6 with a workload of 3 sks credits, which is prepared by an Internship Preparation Class in the fifth semester (2 sks credits).

Based on the MBKM concept in UKI students can alternatively opt for studying abroad or inter alia for an internship with a workload up to 20 sks / 32 ECTS credits with a duration up to six months in partner organisations or in the industry. The MBKM internship is based on MoUs and collaboration between faculties and government institutions or the private sector. Therefore, MBKM Internships are usually more selective than regular ones because faculties and organizations actively select their own interns, such as through interviews.

The name of a study programme in Indonesia is under the regulation of the Minister of Education, Culture, Research and Technology (Mendikbud-Ristek)[10]. "International Relations" In accordance with the Decree of the Director General of Learning and Student Affairs[11], including the degree Bachelor of Social Science. However, according to the consensus of the Indonesian International Relations Association (AIHII), study programmes of AIHII members are still given the freedom to use S.Sos[12] or S.IP.

Theory and practice are integrated into the courses in different ways. Skills to apply International relations as well as philosophy, concepts, and theories are trained with developing e.g., basic concepts of sustainable development, presentations and publications. Moreover, students can take internships in public organisations and acquire foreign language skills.

The IR programme is basically an inter-disciplinary study. In the first year, students study introductory courses in social, economic, political, and legal sciences and in the following semester they start taking courses related to the scope of sustainable development and subjects that are of interest to students and important for professional occupations. The subjects that must be dealt with in connection with the specialisations on sustainable development are divers and touch fields of other disciplines such as education, energy, public infrastructure, urban planning, climate change and ecosystems as the following list shows:

Sustainable Economic and Social Development Goals	1. No Poverty; 2. No Hunger; 3. Healthy and Prosperous Life; 4. Quality Education; 5. Gender Equality; 6. Clean and Affordable Energy; 7. Decent Work and Economic Growth; 8. Industry, Innovation and Infrastructure

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[10] (1) Law NO. 12 OF 2012 Concerning Higher Education; (2) Permenristekdikti NO. 44 of 2015 SN Dikti; (3) Permenristekdikti No. 15 OF 2017 Concerning Naming of Study Programs; (4) Kepmenristekdikti No. 257 of 2017 Concerning Names of Study Programs in Education Education; and (5) Decree of the Director-General of Learning and Student Affairs Number 46/B/HK/2019 dated February 22, 2019, concerning the List of Study Program Names in Higher Education.

[11] Number 46/B/HK/2019 dated February 22, 2019, concerning the List of Study Program Names in Higher Education
[12] S.Sos is abbreviated equivalent to Bachelor of Social Affairs.

Sustainable Environmental Development Goals	1. Clean Water and Proper Sanitation; 2. Sustainable Cities and Settlements; 3. Responsible Consumption and Production; 4. Climate Change Countermeasures; 5. Ocean Ecosystem; 6. Land Ecosystem;

Ethical aspects in the IR programme cover a standard of attitude and values which is set by the government, whereas Christian values which are set by the university. The Christian values cover humility, sharing, and caring, professionalism, responsibility, discipline, and integrity. Also, there are courses that explicitly deal with ethics such as Christian Ethics, Christian Religious Education, Christianity, Anti-Corruption Education and Pancasila[13].

Scientific methods and practices are introduced and practiced through the subjects of Social Research Methods, International Relations Methodology, Seminar on Issues and Dynamics of Sustainable Development and Thesis. In the KKNI application where the student-centered learning strategy is applied, scientific methods and practices are carried out through discussions, simulations, writing papers and presentations of case studies. Meanwhile, the application of the problem-based learning approach is carried out through practical work in various ministries, national and international institutions and foreign companies.

The final evaluation to assess students' success in each course usually includes a combined component of (i) midterm evaluation, (ii) assignments, (iii) final semester evaluation and (iv) attendance with a variable weight percentage around midterm 30 %, final term 50 %, 10 % assignment and 10 % attendance. Quality values and letter grades are obtained after converting the final score, which is on a scale of 0-100 according to the UKI 2020/2021 Academic Guidelines[14].

Final value scale and value conversion

Final Grade (NA)	Letter Grades (NH)	Quality Value (NM)
80.0-100.0	A	4.0
75.0-79.9	A-	3,7
70.0-74.9	B +	3,3
65.0-69.9	B	3.0
60.0-64.9	B-	2.7
55.0-59.9	C +	2,3
50.0-54.9	C	2.0
45.0-49.9	D	1.0
<44.9	E	0

The final assessment (thesis) is carried out through a Thesis examination. Thesis examiners consist of three lecturers, two supervisors and one guest lecturer. Thesis exams are carried

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[13] See explanation above in chapter 1.1.
[14] Rector's Decree Number 13-1/SK/Rek/04.2002

out openly, led by the Chief Examiner for a maximum of 60 minutes. Thesis assessment includes thesis material, thesis method, thesis presentation.

Appraisal:

The panel welcomes that the IR curriculum adequately reflects the qualification objectives. The contents of the courses are well-balanced, logically connected, and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills. The panel also notes that the students can use the new MBKM options such as studying abroad or an internship without losing study time. However, during the online conference the panel gained the impression that the students have not become fully aware of the MBKM options. Therefore, it recommends UKI considering better communicating the MBKM options to students, industry, and other stakeholders[15].

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

Theoretical questions are, where possible, explained by means of practical examples.

The panel sees evidence that the programme qualifies for interdisciplinary thinking. The study programme puts an emphasis on preparing the students for an occupation requiring trans- and interdisciplinary knowledge.

Ethical implications are appropriately communicated. The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Students acquire methodological competences and are enabled to do scientific work on the required level. They prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

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[15] See also Appraisal of the following chapter 3.2.

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

3.2 Structure

Projected study time	4 years / 8 semesters
Number of Credit Points (CP)	144 sks credits = 230 ECTS credits
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of modules	61
Time required for processing the final thesis and awarded CP	6 months (1 semester)
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	1,679 h

The IR programme comprises four study years with eight semesters. Students must take a minimum of 144 sks credits[16] and can enrol for more courses up to a maximum of 160 sks credits to be able to graduate from IR. 144 sks credits correspond to about 230 ECTS credits.

Sks is the Indonesian credit points system that could be converted into the European Credit Transfer System (ECTS). Sks are defined as "hours of activity" which include activities such as classroom learning, internship, student-exchange, research, independent study, and village projects. According to UKI, one sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent studies, with a total of 170 minutes per week (one semester has about 14 weeks). Whereas ETCS credits refer to the whole semester, sks are counted per week. Therefore: 1 sks credit = 170 mins X 14 weeks = 2380 minutes (39.7 hours per semester).

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[16] See above chapter 3.1.

SKS credits minimum to graduate from IR	ECTS credits conversion	workload
144	230	144 X 39.7 = 5,717 hours of study activities

The courses in IR are – as already mentioned - classified into four parts, namely National Compulsory Courses (stipulated by Indonesian government regulations), University Compulsory Courses, Faculty Compulsory Courses and specialising (elective) courses. The IR compulsory courses mount up to 48 and the elective courses to 13 courses. Fieldwork practices, KKN (Community Service), internship / Practical Work, and thesis belong to the compulsory part.

Students choose as many elective courses as they need for the minimum of 144 sks credits (230 ECTS) up to the maximum of 160 sks credits (256 ECTS). The Internship course (3 credits) requires students to work in various professional offices and government and private agencies such as abroad in the Indonesian Embassy in Singapore or other places abroad, in addition to various foreign companies in Jakarta and Papua; alternatively in public organisations and private companies in Indonesia.

Thus, the IR programme offers to students two types of internships:

(1) The regular internship which has been included in the curriculum as a compulsory element; Students can gather experiences in national and multinational institutions for a minimum of 2 months (July - August).

(2) The MBKM (Freedom to learn Curriculum) internship that has been implemented in 2021 based on a Rector's Regulation which stipulates the procedures and implementation of an MBKM internship. The MBKM internship takes up to three semesters with a workload of up to 20 sks credits / 32 ECTS credits per semester. Instead of an internship students can opt for studying abroad or other MBKM alternatives. The MBKM internship and alternatives have not been mentioned and taken into account in the curriculum.

Students are accepted by having transfer credits from an 'A' accredited IR programme of another Indonesian university. Graduates from foreign tertiary education institutions may attend higher education in Indonesia based on equivalence[17]. Converting workloads from other institutions into credits of the study programme is possible under the supervision of the head of the study programme.

During the online conference UKI also explained that by now the number of students opting for an MBKM external activity (such as an MBKM internship) is low. Therefore, the programme departments are trying to find an individual solution for each student for balancing the substituted learning outcomes.

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

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[17] Indonesian Law No. 12 on Higher Education, Section 40.

Gender equality is embedded in UKI's institutional culture and principles. At present, on average more than 60 % of students and more than 50 % of the lecturers are female.

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

The IR programme applies gender equality and non-discriminatory principles based on gender, marital status, economic class, religious affiliations, or disability. There are no different treatments between men and women both academically and non-academically, and they study in the same campus space and facilities. Students come from schools from various Indonesian regions with various economic situations and religions. These differences cause various levels of ability, understanding, and character, especially compared to schools in cities in Java. Therefore, students receive special attention from the IR programme and the Academic Advisors. Exceptional guidance is carried out on a case-by-case basis. In writing a thesis, guidance with special attention is carried out by a team of thesis supervisors. The result is that students with a strong desire to learn can be supported to complete their final assignments and return to work in their hometowns.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to achieve the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the calculated student workload. The syllabi provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, as the IR programme has not been structured in modules but in courses the panel recommends UKI organising the curriculum in modules[18] which can bring courses of coherent content under a common roof. This can intensify the collaboration of faculty and make studying easier for students: Modules aim at grouping related content into bigger units, allowing for a reduction of exams. Additionally, modules may help to point out more clearly how knowledge, skills and attitudes are organized and focused on in the respective study programme.

The panel notes that regular internships (with a workload of three months) are designed and integrated in such a way that credits can be acquired. However, the panel has the view that by now the MBKM activities, in particular the long internship or respective other activities such as student exchange with up to 20 credits per semester have not been integrated into the curriculum in a convincing way. The panel has taken into account the modified IR curriculum for the fifth semester which opens different tracks to students depending on their specialisation. Although the panel appreciates this programme management's initiative it still sees several aspects that are not sufficiently clarified such as: Which are the courses that a student can attend when taking the (long) internship /activity? Who will decide upon the selection of courses that appropriately could be omitted? How does UKI install the MBKM requirements if the numbers of students opting for this alternative increase? Those questions must be clarified by UKI and integrated into a clarified curriculum. UKI is asked to clearly define the learning outcomes for the internship or the activities that might be taken instead of

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[18] See chapter 3.4 in ECTS User's Guide 2015

an internship in such a way that they match for the intended programme learning outcomes. Therefore, the panel recommends the following **condition:**

- The University a) integrates the MBKM internship and respective MBKM activities into the curriculum; b) sets out a module handbook where the learning outcomes are clearly labelled and defined.

There are legally binding study and exams regulations which contain all necessary rules and procedures and take into account, where applicable, national legal requirements. The recognition of degrees and periods of study at other national or foreign HEIs is regulated by law in a way that can be seen as analogous to the European Recognition Convention. The final grade is supplied with a grading table.

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.

When reviewing the workload, UKI takes into account findings of evaluation and the programme's success rate, but not the students' feedback. Therefore, the panel takes the view that the students' feedback questionnaire should be complemented by (open) questions on how students cope with their course workload (see condition in chapter 5).

UKI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds can find assistance.

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

3.3 Didactical concept

According to UKI,[19] each course uses one or a combination of several learning methods and is accommodated in a form of learning. Some of the learning methods used are group discussions, simulations, case studies, collaborative learning, cooperative pursuit of problem-based learning. The learning method chosen is adjusted to the learning outcomes of the

[19] See SER p. 39 f.

course. It is aimed to run the learning process in an interactive, holistic, integrative, scientific, contextual, thematic, effective and collaborative manner. Teaching and learning are conducted in the form of lectures, seminars, responses, work practices, field practices and community service. However, the syllabi for the different courses stereotypically indicate for "Mode of delivery": Face-to-face or distance learning. They do not describe the different methods and instruments which are actually used by the lecturers.

The teaching-learning activities follow the academic calendar. Before the Covid-19 pandemic, all courses were mostly offered in face-to-face mode, and some courses have implemented blended learning by utilizing Edmodo, Microsoft Teams, Google Classroom platforms, and other tools or software. However, since March 2020, the study programme utilises a virtual learning mode, the majority of platforms used are Microsoft Teams, Zoom, and Edmodo, which provides lecturers with a digital platform to share information[20] and teaching material, at the same time to communicate with students as required by the courses and to do the assessments. The information is recorded and documented in the cloud.

The learning material provided by the lecturer to students has to be formulated in the semester Learning Plan of the subject concerned. Study materials are related to the abilities to be achieved, to learning methods, learning time, and descriptions of tasks that must be done by students during one semester. They are also oriented at the weight of the assessment and the list of references in the syllabi. Included are textbooks, book chapters, scientific journals, online learning materials and supporting materials that can be accessed library or trusted websites. Learning materials are open to be updated every semester.

The involvement of guest lecturers in an effort to support the learning process in the IR programme is carried out regularly, whether integrated with certain courses, or invited as resource persons in several public lectures or knowledge sharing held by study programmes, faculties and universities. The study programme facilitates guest lecturers from various institutions, including the European Union, ASEAN, LIPI, Jawaharlal Nehru University (New Delhi / India), University of Indonesia, Gadjah Mada University in Yogyakarta (Indonesia), Andalas University in Padang (Indonesia), Australian Embassy, Indonesian Ministry of Law and Human Rights, Ministry of Foreign Affairs, Netherlands Leprosy Relief in Indonesia (NLR) and others.

To improve the quality of learning, study programmes form scientific groups or clusters where cluster members are lecturers who teach courses as lecturing tutors. Each core course of the study programme has at least one coordinator and two cluster members. The function of cluster member lecturers is also to support the development of student competencies and skills where students can meet lecturers as tutors and discuss openly about a topic. Also, alumni of study programmes are asked to become assistant lecturers and student tutors[21].

Appraisal:

The panel welcomes that the didactical concept of the study programme is described, 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

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[20] Only applicable to a certain extent to Teams and hardly to Zoom.
[21] See SER p. 40.

projects. Students are encouraged to take an active role in creating the learning process. However, the panel recommends offering more opportunities to students for collaborative work. Moreover, digital cooperation provided by UKI should be enhanced. The panel welcomes the use of a distance learning platform. It encourages UKI to use a professional learning management system.

Moreover, the panel notes that the syllabi contain very general information on planned learning activities and teaching methods such as "Lecture, Discussion and Presentation". They should also describe the different methods and instruments which are actually used by the lecturers. Therefore, it recommends updating the didactic teaching methods and learning activities in the syllabi. The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also from politics. Lecturing tutors support the students in the learning process and help them develop competences and skills.

		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

International content of the IR programme can be found in the curriculum where core courses are devoted to contemporary international relations theory and issues. Students are prepared directly to understand international problems. Other courses deal with domestic and foreign aspects and countries (Australia, China, Thailand, Cambodia, Vietnam, Singapore, Hong Kong). In the student community service students meet people with different cultural backgrounds and social groups. Practical work in Indonesia and abroad (Singapore, Myanmar, Laos, China, Thailand, India, Australia, the Netherlands) shall enable students to become acquainted and directly interact with different nations and cultures. Also, the MBKM Student Exchange Programme provides an opportunity to better understand people from other countries.

The students come from various regions in Indonesia. At present, four out of 332 active students are foreign and come from Timor Leste. The International Relations Student Association (HIMAHI) consists of 18 administrators from various provinces in Java, Sumatra, Papua, Nias and Sulawesi.

Faculty consist of graduates from various universities and academic backgrounds, both national and international. A total of 23 faculty lecturers and 5 of the 12 study programme lecturers have been graduated in France, Sweden, England, Singapore, Malaysia and one lecturer is currently studying doctoral studies at Ewha Women's University, South Korea.

Study programme lecturers are encouraged to meet the international orientation of learning both in the form of education and research and publication performance. Lecturers also attended various international seminars, including The Consortium for Southeast Asian Studies in Asia (SEASIA), the Biennial Conference in Taipei, Taiwan, the 54th ASAK International Conference in Seoul, South Korea and others.

Students can take foreign language courses during the 2nd and 4th semester in English, French, Mandarin, Japanese and Korean (3 credits). Foreign language content is found in the publication of the journal Asia Pacific Studies (JAPS), in guest lectures, and the publication of study programme books such as International Contemporary Issue Geopolitics in Asia Pacific and Beyond.

Appraisal:

Up to a certain extent, international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples and participation in international conferences and other international events, students are enabled to act in an intercultural environment.

There are few foreign students studying IR. During the online conference UKI informed the panel that it tries to gain more international students, e.g. through international cooperation partners (see also chapter 4.3).

There are no faculty members from abroad, but some of them have international academic and professional experience. Although the University tries to intensify the internationalisation the panel recommends including lecturers from abroad into permanent staff which can further promote the acquisition of international competence and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The IR curriculum is focussed on sustainable development, collaboration, and partnership, which form the "main spirit" of various lecture topics. They are complemented by collaborative teaching IR with other disciplines), research, conferences, journal publishing and the HIMAHI association.[22]

Practically, public speaking skills are obtained in "debate" activities where debate competitions are often held between intra-university and inter-university students both in Indonesian and English. The MUN (Model United Nations) activity held by HIMAHI is also part of improving public speaking skills.

Also, implemented into the programme are student soft skills, such as entrepreneurial skills (with a course in the 5th semester), leadership, managerial and organisational skills through internship and didactic methods such as group work and projects.

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)

The entire curriculum for at least the next five years will be related to sustainable development. IR graduates can achieve respective competencies and skills especially in

(1) promoting a peaceful and inclusive community life for sustainable development, providing access to justice for all and building effective institutions, accountable and inclusive at all levels, and

(2) strengthening means of implementation and revitalizing global partnerships for sustainable development. Considering that the goal of sustainable development has been agreed upon globally, the need for resources with this perspective will be indispensable for all institutions at the global, national, regional and international levels.

According to UKI, graduates of the study programme will be well prepared to fill these needs.

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[22] The International Relations Student Association (HIMAHI).

The curriculum offers

- theory in several courses such as Introduction to International Relations, Theories of International Relations, Introduction and Evolution of Sustainable Development Goals, Theoretical Perspectives and Basic Concepts of Sustainable Development, Governance of Global Law and Justice, Sustainable Development in a Global Environment, International Relations and Sustainable Development Goals in the Asia Pacific Region, Central Asia, Europe, Latin America, Africa and the Middle East;
- practice in the courses International Organization Practices, Practical Work, Entrepreneurship, Foreign Languages, International Relations Innovation and Achievement, Information Technology Skills such as Digital Network Development, Digital Marketing, Digital Business, Advance Computer Science.

Various types of activities while being a student, including practical development (soft skills) will be listed in the Certificate of Companion Diploma (SKPI) and given to graduates at the end of the study along with diplomas and transcripts.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules.

		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 table below shows the faculty structure divided into permanent teaching staff (lecturers) and honorary or non-permanent teaching staff, namely

	Bachelor of International Relations Programme
Full Time Lecturers	12
- Doctors	4
- Masters	8
Part Time Lecturers	20
Total full time + part time	**32**

According to UKI[23], members of academic staff must meet the following requirements:

- Professor[24]
  A Professor has earned a Master and Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than ten years in a Higher Education Institution as a lecturer and have published a valuable scientific achievement on a Scopus indexed journal.

- Associate Professor and Assistant Professor
  An associate professor or an assistant professor have a Master or Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than two years in a Higher Education Institution as a lecturer and have published a valuable scientific achievement on a Scopus indexed journal.

- Lecturer
  A lecturer has earned a Master or Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than two years in a Higher Education Institution

- Teaching Assistant
  A Teaching Assistant has earned a Master or Ph.D. degree from an accredited and recognized university. He/she shall have worked for not less than two years in a Higher Education Institution.

All faculty members working for ELE fulfill the respective legal requirements. They are appointed by the Government or the UKI management.

Non-permanent teachers (part-time lecturers) come from various backgrounds, they are practitioners, ambassadors, executives, and researchers.

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[23] See SER p. 42.

[24] The Higher Education Law only for professors requires (in Section 72 paragraph 3: "Lecturers who have 10 (ten) years of experience as permanent lecturers and have scientific publications and doctoral education or equivalent and meet qualifications may be recommended to the academic position of professor." This means that UKI can define the requirements for other positions and occupations by itself.

The recruitment process is based on the needs of the study programme's Man Power Planning which is tailored to the strategic plan of the IR programme. The minimum qualification for teaching staff is a Master degree. The selection process carried out at the University level includes administrative selection, Academic Potential Test, psychological test, and language proficiency test. Furthermore, the selection process is continued with a pedagogical ability test.

The improvement of lecturer competence greatly determines the career path of a lecturer position which is a rank in the academic field. UKI supports the academic career development of lecturers through participation in academic activities such as conferences, workshops, as well as a number of trainings or certifications. Support is provided in terms of financing and facilitating facilities and infrastructure for lecturers. Lecturer competency development is also provided with the support of further study fees, especially for lecturers conducting doctoral studies.

The ability of lecturers in pedagogic and didactical fields is evaluated by students through the evaluation of lecturers (ILQI), peers and seniors regularly every semester. These evaluations are carried out to measure the ability and pedagogical and didactical capacity of lecturers, as well as to determine the direction of the development of lecturers' teaching abilities. Faculty and study programme facilitate a number of activities that support lecturers' abilities, such as workshops on developing learning methods, comparative studies, workshops on the preparation and development of learning instruments.

A list of faculty members shows that all courses of the IR curriculum are covered.

At the end of the semester the lecturers will be evaluated by the Head of study programme. Related to didactical abilities, there are several instruments used for assessment and learning methods.

Lecturers' scientific development is measured based on the quality and quantity of research and lecturer publications. Increasing the number of lecturer publications is one of the determinants of the quality and academic qualifications at the faculty level.

Cooperation and collaboration among educators is required for team teaching. In this context, lecturers are expected to work in teams in preparation, teaching implementation and evaluation. In addition, group work is necessary for the community service as an important element in the Three Pillars of higher education. Research collaborations and community service also involve students.

Most lecturers do not have practical experience in business or institutions. To accommodate the faculty practical business experience, a number of the faculty members of the IR programme are invited as speakers in conferences or seminars.

Moreover, the IR programme has two study centers that faculty members are working for:
    (1) the Center for Security and Foreign Affairs (CESFAS) which has a concentration on legal security and foreign policy issues, and
    (2) the Institute of Asian Studies (IAS) focussing on sustainable development in the Asia Pacific region.

The IR programme also invites other practitioners as speakers. The experts or practitioners are share their ideas in the forum based on the needs of graduates' learning outcomes.

Students receive support from faculty in different ways: In groups they are supervised by an academic advisor who is responsible for academic development carried out regularly (minimum of four times per semester) through monitoring and consultation in the academic field of students. Whenever students need more consultation, academic advisors will also consult students outside of the specified hours.

Appraisal:

The panel is convinced that even when their teaching load in other study programmes are taken into account, the structure and number of staff correspond to the programme requirements and ensure that the students achieve/accomplish the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

As far as practical experience of faculty is concerned the lecturers did not gather much practical experience in business or institutions. Therefore, the panel recommends including more practitioners who can augment practical experience for better combining theory and practice.

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. UKI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field though this could be enhanced in a systematic way by the University. Specific measures for the further qualification of the faculty members are implemented. However, the panel recommends UKI offering courses to faculty members on digital skills and pedagogical teaching techniques in HEI which will be more and more important in the future apart from the Covid-19 pandemic.

The panel notes that faculty members are invited as speakers in conferences and seminars of the business world and institutions and contribute to the two IR centers. However, practical business experience of the permanent faculty should still be improved, in addition to the experience of part-time lecturers.

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

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

	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 programme is managed and organised by the programme director, who is supported by academic staff and reports to the Dean. The programme director's functions and tasks are stipulated in the regulations and statutes of the UKI: Being the leader in organising and teaching activities, research, and community service as well as fostering teaching staff, and students in the study programme according to the objectives of UKI as well as the provisions of the applicable laws and regulations.

Administratively, the IR programme is supported by one study programme staff member and four members of non-academic staff who are in charge of data processing, administration and finance as well as infrastructure. They provide information related to courses, elaborate lecture schedules and mid- and end-semester evaluations. They are responsible inter alia for thesis registration services, and thesis trial, graduation, filing documentation and financial reporting. Study programme services in terms of readiness and availability of facilities and infrastructure, integrated student data processing through an academic information system (AIS) and availability of scholarship information are carried out centrally at the faculty level. All academic and non-academic staff members have the opportunity to develop competency and to advance in career paths.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers its administrative staff opportunities for continuous professional development.

	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

In the last three years, the IR programme has developed collaborations with at least 50 domestic and foreign partners, both with government agencies and think tanks, as well as with public and private universities and has been carried out in various forms of activities ranging from public lectures, composing modules, joint research and publication to the implementation of socialization and community empowerment. Several partners collaborating with International IR include the Directorate General of ASEAN Cooperation, Ministry of Foreign Affairs of the Republic of Indonesia, Grandview Institution, the Indonesian Christian Intelligence Association (PIKI) and others.

International cooperation has been carried out with the European Union's Erasmus+ Jean Monnet Module programme for three years (2017-2020), with Jawaharlal Nehru University, India (2021); with the Grandview Institution of the ASEAN Study Center (2016-present) which facilitates regional cooperation between ASEAN countries, especially in the fields of higher education development, research and community service.

Appraisal:

The scope and nature of cooperation with other universities and institutions, networks, and churches as well as with public organisations relevant for the programme and for research are plausibly presented. They are conducted both at national and international level. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study

programme. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

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

There are lecture rooms with AC facilities equipped with LCD, library, lecturer waiting room, section head room, lecturer meeting room, administration room, laboratory rooms, student room, rooms for Student Fellowship, Student Scientific Discussion Forum (FDIM), Student Sports Activity Unit, research room, a video conference room. All rooms are equipped with wireless LAN. Access to the internet through laptops is provided free of charge. Also, disabled students have barrier-free access.

The types of facilities and infrastructure that allow the creation of academic interactions between the academic community are available as follows:
Currently, there are 5 academic information systems that are integrated and utilize communication information technology, namely AIS (Academic Information System) managed by BAA and UPSI, e-budgeting managed by the Finance Bureau, SIMPELABMAS for submitting proposals and research budgets and to manage PKM by the UKI Research and PKM Institute (LPPM), and Digilib (Digital Library) managed by the UPT Libraries including the UKI Repository which contains publications from lecturers and students. Going forward, UPSI UKI will develop an integrated information system in the fields of HR and Classroom Management, Asset Data Collection, Student Affairs and Alumni Tracing.

UKI library area has a dimension of 3,233 square meters. Based on the records of the UKI library in 2019, it has served 6,142 individuals consisting of 5,581 students, 357 academic staff members and 204 non-academic staff members. UKI Library has a library head who is assisted by experienced librarians who are ready to assist the students' needs of borrowing or reading books who visit the library. The opening hour of the library starts from Monday to Friday at 08.00 am. to 06.00 pm. and on Saturdays at 08.00 am. to 02.00 pm. In addition, UKI library has received "A" accreditation status for two consecutive periods by the National

Library. The UKI Library has a comfortable reading room, group workspace, a multimedia room, and an online book search room. At present, the collection of books owned by UKI Library comprises 26,368 titles, and 2,031 e-book-titles. There are 118 printed journals available. UKI Digilib actively subscribes from online journals such as Springer, JSTOR, Gale OneFile, National Library E-source, and other journals (www.perpustakaan.uki.ac.id).

Regarding the collection of literature, the UKI library has more than 625 titles and more than 1,000 copies of books that related to study programs. It also subscribes several journals and magazines related to the respective study programmes.

Besides, it actively subscribes to online journals such as Springer, JSTOR, Gale OneFile, National Library E-Source, Communication Studies, International Journal of Banking, Accounting and Finance, Journal of Architecture and Urbanism, Journal of Obstetrics and Gynecology. All these online journals can be accessed through the website: https://perpustakaan.uki.ac.id.

The UKI Library has a library head who is assisted by a librarian who is ready to assist students who visit the UKI Library. Based on the records of the UKI Library in 2019, the UKI Library has served 6,142 individuals consisting of 5,581 students, 357 educators and 204 education staff.

Currently, there are five academic information systems that are integrated and utilize communication information technology, namely AIS (Academic Information System managed by BAA and UPSI, e-budgeting managed by the Finance Bureau, for submitting proposals and research budgets and to manage PKM by the UKI Research and PKM Institute (LPPM), and Digilib (Digital Library) managed by the UKI Library including the UKI Repository which contains publications from lecturers and students, and the UKI Career Center website which is managed by the UKI Alumni Bureau. Currently the UKI Learning Management System (LMS) is in the process of being developed and refined to be used as a management system that is integrated with all the academic needs of the study programme soon. In addition, UPSI UKI will continue to develop an integrated information system in the areas of HR, Quality Assurance, Classroom Management, Asset Data Collection, and Student Affairs.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit UKI's buildings. Instead, UKI provided several photos and descriptions of its premises and facilities. Based on the materials provided, the panel got the impression that the study programme has existing capacities for teaching, research, studies, and administration.

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

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

planned learning management system for teaching English soon. Additionally, library services should go ahead as planned so that students and staff get full access to several electronic library platforms such as the European Digital Library.

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

4.5   Additional services

UKI has a Career Centre under the Vice Rector for Student, Alumni and Law Affairs. This career centre was established with the aim to assist graduates or final year students in finding jobs as well as promoting UKI graduates. Career Centre services include collaboration with companies in terms of employee recruitment or job search. Information on job vacancies and internship is provided by the Career Centre weekly and monthly through offline and online media.

Both the UKI Alumni Association and the UKI Faculty of Social and Political Sciences Alumni Association are partners in organising the IR programme. Activities are carried out in collaboration with the Alumni Association including Scientific Activities, Research, and Community Service, grants are given both in-kind as well as scholarships.

Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

		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 funding of the IR programme is divided into a number of criteria as stipulated in the statutory regulations and university statutes. UKI is mainly financed by student tuition fees.

Other revenues come from grants as well as from sources financing research projects such as institutions and other organisations.

UKI elaborates the annual budget as well as an Income and Expenditure Plan (RAPB) which contains the annual budget requirements of study programmes and faculties. The budget is prepared during the annual work meeting based on activities and all events that will be carried out throughout the academic year by involving all internal stakeholders in the study programme and faculty.

Appraisal:

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

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

5.   Quality assurance and documentation

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

Quality assurance at UKI is centrally coordinated and monitored by the Quality Assurance Board (LPM) at the University level. Besides, Faculty Quality Assurance Group (GPMF) and Study Programme Quality Assurance Group implement the quality assurance at the level of faculty and study programme, respectively.

For the study programme the implementation of internal quality assurance is conducted based on SPMI standards stipulated by Rector Decrees in a cycle: stipulation, implementation, evaluation, control, and improvement of standards.

1.   Standard Stipulation
The internal quality assurance standards were developed and implemented based on a SWOT analysis toward internal and external parties including staff, students, alumni, and the professional field. Afterwards, it was submitted to the faculty senate for approval. When the approval was obtained, the quality standards for study programmes were stipulated by the UKI Foundation.[25]

2.   Standard Implementation
The implementation of the standards of the Internal Quality Assurance System at programme level was conducted by the head of study programme and the Study Programme Quality Assurance Team and documented. Educational standards regulate the graduation competence, content, process, assessment, facility and infrastructure, financing, and human resources. Through the implementation of the quality assurance system, both in UKI and in the study programme, feedback from faculty, students and graduates is obtained on how to improve the quality of the learning process.

3.   Standard Evaluation
The Dean at faculty level as the management unit and the head of study programme are responsible for monitoring and evaluating the implementation of internal quality assurance standards. Monthly reviews are conducted at University level. Quarterly reviews based on Problem Identification and Corrective Action (PICA) format are conducted by Rectorate and related units, i.e. Academic Administration Bureau, Finance and Accounting Bureau, Quality Assurance Bureau, Institute of Research and Community Services.

4.   Standard Control
The implementation of internal quality assurance standards in the study programme is controlled through an Internal Quality Audit (AMI) periodically. This is conducted by internal auditors and assessors. The AMI is followed by Corrective Action Review (PTK).

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[25] Decree No. 12/YUKI/A.402/02.21.

5.   Standard Improvement

The standard improvement is done to achieve the vision, mission, and goals of the study programme. The standards are upgraded regularly and adjusted to the latest regulations every five years but opened to revisions when needed.

Audit reports, monitoring and evaluation reports, and regular review reports on study programme, faculty/units, and university are documented.

UKI provides sharing folders to facilitate all units and study programmes the availability of recordings and documents regarding to internal quality assurance, including the results of internal quality audit and the corrective action review. According to UKI,[26] the information of the quality documents can be accessed under http://eed.uki.ac.id including the satisfaction evaluations and feedbacks from stakeholders.

Evaluations by students are carried out 1 (one) time at the end of each semester by distributing ILQI questionnaires to students. ILQI assesses the performance of teaching staff and the teaching and learning process. ILQI questionnaire result data form the basis for the study programmes and faculties to carry out evaluations of learning standards and quality.

Each student is required to fulfil the ILQI evaluation form through the Academic Information System (AIS) at the end of the semester as a prerequisite for access to the Student Achievement Index. Structured evaluation is carried out through in the following way:

(1) Class evaluation which evaluates learning, learning methods, lecturer assessment and mastery of the material. The results of this evaluation become the basis for evaluations by study programs and faculties related to lecturer performance.

(2) The next evaluation is carried out by students through an exit survey which is held at graduation. The purpose of the evaluation is to measure the satisfaction of management and graduation services.

The evaluation carried out by students is also carried out through the suggestion box provided at the faculty. Input and criticism from students are then accommodated by the Student Representative Body (BPM) and will be conveyed to the faculty and study programme leaders. Meanwhile, for lecturers and education staff, direct evaluation can be delivered at work meetings, routine meetings as well as direct communication with the leadership. Complaints and evaluations of educational personnel can also be given during academic mentoring (PA) conducted by supervisors.

Special attention is given to lecturers (teaching staff) who get ILQI ratings of less than 3 (three). The Head of the study programme has the obligation to provide guidance to lecturers in order to improve their performance. Coaching can be done by providing opportunities for lecturers to take part in learning workshops, implementing team teaching, and limiting classes for related lecturers to giving warning letters if the lecturer does not improve their performance. The same thing is also given to educational staff who get a performance appraisal below a scale of three. The role of coaching for educational personnel is carried out by the deputy dean and dean as per the employment regulations.

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[26] See SER p. 63 f.

The faculty members' evaluation of the study programme is done directly and indirectly. The direct ways are in the form of routine meetings, focus group discussions as well as direct communication with the head of the study programme. The indirect evaluation is done through programme evaluation report, letter/email, or text messages. The results of the meetings are documented and become the materials used while considering programmes or the improvement action plans of the study programme, developing the quality assurance standards, and making decisions.

External evaluation by alumni, employers, and third parties including the feedback are collected through surveys. The collected data are tabulated and analysed. The results, including the feedback and comments formed the basis for improving the programme.

The evaluation by alumni was also gathered from the result of tracing studies. To obtain and review information about the situation of alumni, especially in terms of job search, work situations, and the use of competencies obtained during college to develop themselves, tracer studies have been set as one of the permanent agendas in the study programmes. The implementation of this study is expected to provide essential information in self-evaluation activities that lead to increasing the relevance of graduate competencies.

Regarding the evaluation from the employers (graduate users) and third parties, surveys were administered too, as the same as alumni' evaluation. The evaluation done by the employers provides an overview and input specifically toward the curriculum development tailored to the competencies or quality of graduates required by the graduate users. The evaluation also provides information about their satisfaction with the performances of the graduates.

The results of the evaluation are used as the input and consideration for improving the quality of the study programme, e.g. developing, and revising the curriculum, teaching, and learning processes, upgrading the quality assurance standards, planning activities, etc.

Regarding the activities or programmes conducted by the study programme for example community services at schools, competitions, events held or arranged by the students association, the study programme in collaboration with the Public Relation and Marketing Bureau publishes the news to the mass media or makes it live in the study programme official YouTube Channel.

The documents on the Internal Quality Assurance System of the study programme including the result of the Internal Quality Audit and the Corrective Action Review, are shared in the LPM Sharing folder for the digital version and assessable for all faculty/units and study programmes. The documents are updated every academic year.

In relation to detailed information about the activities, achievements, publications, research, and community services done by the study programmes, summaries are reported by the head of the study programme by the end of every academic year in the form of an Annual Performance Report.

Appraisal:

The panel welcomes that UKI, based on the binding legal provisions, has set up a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis of success rate, graduate employment as well as the profile of the student population. The panel notes that students have the possibility in each semester to comment on the quality of teaching, the quality of teaching materials, delivery methods and others to be critically evaluated so that changes may take effect in the following semester. However, when reviewing the workload, UKI does not take into account students' feedback. Questions – additionally some allowing for text comments – 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) should be added. Therefore, the panel recommends the following **condition**:

- The University implements in its evaluation form questions that collect student feedback on the workload for each course.

Quality control by students, by faculty as well as external evaluations by alumni and third parties – in particular, tracer studies - are carried out on a regular basis and in accordance with a documented procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme are suitably documented and published.

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				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 Kristen Indonesia

Bachelor: International Relations

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	faculty					
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)					X
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				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		