Decision of the the FIBAA Accreditation and Certification Committee

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/114
Higher Education Institution:	Universitas Negeri Yogyakarta
Location:	Yogyakarta, Indonesia
Study Programme:	Bachelor of History (Bachelor of Arts)
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 with three conditions.

Period of Accreditation: March 22, 2023, to March 21, 2028

The FIBAA Quality Seal is awarded.

Conditions:

Condition 1: The University completes the information in the Diploma Supplement regarding:
   a. the national credit system (sks),
   b. the conversion from sks credits to ECTS credits, and
   c. a relative grade or an ECTS grading table (see chapter 3.2).

Condition 2: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 3.2);

Condition 3: The University elaborates a didactical concept that in particular clarifies the contribution of digital teaching and face-to-face teaching as well as the corresponding didactical methods (see chapter 3.3).

Proof of meeting these conditions is to be supplied by December 21, 2023.

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All conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on September 20, 2023

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Assessment Report

All passages in blue are identical for all four reports in cluster 3

Higher Education Institution:

Universitas Negeri Yogyakarta, Indonesia

Bachelor programme:

Bachelor of History

Qualification awarded on completion:

Bachelor of Arts

General information on the study programme

Brief description of the study programme:
The Bachelor programme "Bachelor of History" offers within four years (8 semesters) and with a workload of min. 236 ECTS credits a training for working in the academic field (historical research and preservation of traditional values). Graduates can also work as educators, especially history teachers in educational institutions under the Ministry of Education or lecturers at universities in Indonesia, including UNY; or they may work in non-academic fields such as in national archives, national libraries, Culture Department of Yogyakarta, Gorontalo tourism office, as museum educators, or in the protocol service of the presidential palace. Graduates achieve the degree "Bachelor of Arts."

Type of study programme:
Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
Four years, 146 – 160 sks credits = 236 – 257 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:
Four classes in parallel, 164 students per year

Programme cycle starts in:
August

Initial start of the programme:
2000

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of History (Bachelor of Arts) was made between FIBAA and Universitas Negeri Yogyakarta (UNY), Indonesia on September 3, 2021. On May 25, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Jörg Fedtke
University of Passau, Germany
Chair Holder and Professor for Civil Law / Common Law

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

Prof. Dr. Elke Kronewald
University of Applied Sciences of Kiel, Germany
Professor of Communication Management and Public Relations Evaluation

S. Rouli Manalu Ph.D.
Universitas Diponegoro, Indonesia
Assistant Professor of Communication Science, Head of undergraduate programme Communication Science

Prof. Dr. Ulrich Muecke
University of Hamburg, Germany
Professor of History of Latin America and the Iberian Peninsula

Marieke Lena Petersen
University of Erfurt, Germany
Student International Relations (B.A.) and Law (B.A.)

Christoph Sodemann
Constructify.media e.V.
Managing Director and Co-Founder, Corporate Communication Manager

FIBAA project manager:
Dr. Birger Hendriks

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[1] The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 23 to 25, 2022, via the video conferencing tool *Zoom*. The same cluster included an appraisal of the study programmes Bachelor of Public Administration (Bachelor of Public Administration), Bachelor of Communication (Bachelor of Communication), and Bachelor of Civic Education (Bachelor of Education). At the end of the online conference, the panel has given 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 13, 2023. The statement on the report was received on February 21, 2023. It has been taken into account in the report at hand.

Summary

The Bachelor programme Bachelor of History (BoH) offered by Universitas Negeri Yogyakarta (UNY), Indonesia fulfils with one exception the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 22, 2023, and finishing on March 21, 2028, under condition. The programme is in accordance with the national and the European Qualification Framework and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[2]: completing the Diploma Supplements; implementing a student workload evaluation system; elaborating a didactical concept. They recommend the accreditation on condition of meeting the following requirements:

Condition 1: The University completes the information in the Diploma Supplement regarding
   a. the national credit system (sks),
   b. the conversion from sks credits to ECTS credits, and
   c. a relative grade or an ECTS grading table (see chapter 3.2).

- **Condition 2:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 3.2);

- **Condition 3:** UNY elaborates a didactical concept for the BoH programme that in particular clarifies the contribution of digital teaching and face-to-face teaching as well as the corresponding didactical methods (see chapter 3.3).

Proof of meeting these conditions is to be submitted by December 21, 2023.

Furthermore, the quality requirements that have not been fulfilled:
- Internationality of the students body (see chapter 3.4);
- Internationality of faculty (see chapter 3.4);
- Foreign language contents (see chapter 3.4)

are not asterisk criteria and therefore do not lead to conditions. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:
- Adding scientific objectives related to training in scientific methods and work to the programme learning outcomes (see chapter 1.1);
- Stronger taking into account international contents of the programme (see chapter 1.3);
- Stating the course descriptions more precisely (see chapter 3.2);
- Structuring the modules of the curriculum based on the ECTS User's Guide (see chapter 3.2);

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

- Reducing the number of courses in order to improve the clarity of the programme structure also in the context of intended internationality and to spend more time on the different subjects (see chapter 3.2);
- Developing regulations on binding disadvantage compensation for students with disabilities or in special situations (see chapter 3.2);
- Increasing the share of in-class teaching or adequate digital teaching as well as intensifying the guidance for the students' self-study with a sufficient number of instructors (see chapter 3.3);
- Keeping the literature details in the syllabi up-to-date (see chapter 3.3);
- Increasing the number of courses that are taught in English (see chapter 3.4);
- Organising an own access to a digital platform on international books and journals which will be useful for widening the international activities and orientation of BoH (see chapter 4.4);
- Allocating more resources for international printed materials (see chapter 4.4).

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

There are three criteria in which the programme exceeds the quality requirements:
- Ethical aspects (see chapter3.1);
- Student support by the faculty (see chapter 4.1);
- Quality assurance and quality development with regard to contents, processes and outcomes (see chapter 5.1).

Information

Information on the Institution

As a state institution, Universitas Negeri Yogyakarta (UNY) in Indonesia was established on May 21, 1964 as a teaching and educational institute (IKIP Yogyakarta). The transition from an institute to a state-owned university was made possible by a mandate of the Government of the Republic of Indonesia[3]. This enabled the institution to offer academic programmes outside the teaching field (i.e., pure science, engineering, arts, and humanities).

The Rector of UNY is assisted by four Vice Rectors who oversee teaching and research, administration and finance, students and alumni, as well as planning and cooperation affairs. At present, UNY has seven faculties, each of them is managed by a Dean and three Vice Deans. The University offers 11 Diploma study programmes, 61 Bachelor programmes, 32 Master programmes, and eight Doctoral programmes. In addition, two professional programmes are available for teacher candidates and engineering graduates. In the academic year of 2020/2021, UNY had 1,078 lecturers and 28.438 students. The Bachelor of History programme (BoH) belongs to the Faculty of Social Sciences (FIS).

Organisation Structure of Faculty of Social Sciences
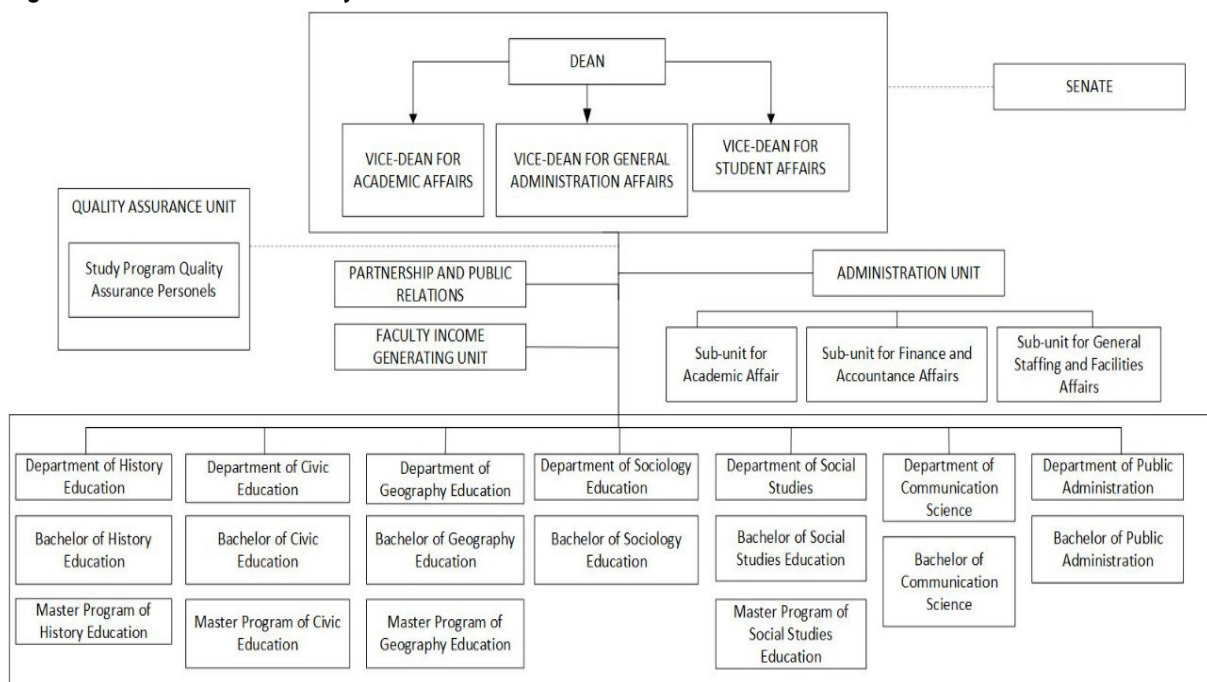
In total, currently the Faculty of Social Sciences (FIS) is responsible for 12 study programmes[4], eight of which are Bachelor programmes and four are Master programmes. It governs academic aspects including, but not limited to, teaching schedules, examination schedules, the use of teaching resources, and teaching facilities.

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[3] As governed by Presidential Decree No. 93/1999.
[4] Including one programme that is not listed in the graphic above.

Further development of the programme and statistical data

When BoH was accredited by the national accreditation institution BAN-PT, it achieved A status (Very Good).

The numbers of applicants, first-year students and graduates developed as follows:

Study Programme: Bachelor of History							
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Study Places offered by HEI		80	80	80	80	80	80
Applicants	∑	905	1,173	1,283	1,686	1,977	1,752
Application rate in %		1,131.25	1,466.25	1,603.75	2,107.50	2,471.25	2,190.00
First-Year Students (accepted applicants)	∑	80	74	74	75	101	101
	f	14	46	40	41	45	48
	m	26	28	34	34	56	53
Rate of female students		17.5 %	62.2 %	54.1 %	54.7 %	44.6 %	47.6 %
Foreign students	∑	0	0	0	8	5	0
Percentage of occupied study places		100.00 %	92.50 %	92.50 %	93.75 %	126.25 %	126.25 %
Graduates	∑	28	26	54	58	79	66
Success rate (students who finished their studies)		100.00%	100.00%	83.07%	89.23%	94.04%	90.41%
Dropout rate (students who dropped their studies)		0%	0%	16.93%	10.77%	5.96%	9.59%
Average duration of study in years		5	4,5	4	4,4	4,5	4,3
Average grade of final degree		3,27	3,31	3,26	3,26	3,34	3,42

The increasing numbers of applicants show a trend that according to UNY[5] represents a success of promotion by UNY, the Faculty and BoH. Several initiatives have been carried out to increase public

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[5] See SER p. 8.

interest, including participating in university promotions to attract foreign students from several regions such as Southeast Asia, Africa, East Asia, Eastern Europe and South America; opening and increasing opportunities for joint activities with various universities in Asia, Europe, America, Australia, and Africa; and providing scholarships for foreign students at BoH with financing schemes from the University and the Ministry of Education.

Appraisal

The statistical overview shows a strong interest of applicants in the BoH programme. The numbers of applicants are about 10 to more than 20 times higher than those of the available study places for first-year students. Success rates are fluctuating including the respective dropout rates. But the average duration of study seems to be stable.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

The study programme was established in accordance with the vision and missions of the Faculty of Social Sciences. It conducts the three principles of higher education practices covering the aspects of education, research, and community services. Those principles are implemented based on the UNY Dean Decrees. The implementation is regularly assessed and monitored by the Quality Assurance Unit in conjunction with the Faculty management (the dean, vice deans, the heads of units, and the coordinators of study programmes) and in coordination with the University management.

According to UNY[6], the BoH programme was designed with the vision to realise a reputable study programme in Southeast Asia by 2025 in producing experts in the field of history who are competitive, creative, innovative, and sustainable, and capable of dealing with the challenges of the times.

This is accompanied by the missions:
1. Producing experts who are knowledgeable, competitive, creative, innovative, and professional in History.
2. Organizing education that promotes a national perspective and religious moral dimension in the field of History.
3. Developing innovative and high-quality current research in History, especially in the field of cultural History.
4. Organizing Community Service to practice science for better and more meaningful community life.

The programme objectives (PO) of each study programme are based on several national and institutional regulations such as the Act No. 14/2005 on Teachers and Lecturers and the Indonesian President's Regulation No. 8/2012 concerning the Indonesian Qualification Framework (IQF)[7]. The IQF has nine qualification levels, and the Bachelor Study Programme corresponds to IQF level 6[8]. The PO of each study programme refer to market demands, and stakeholders' needs. Moreover,

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[6] See self-evaluation report (SER), p. 4.
[7] Moreover to the Regulation of Minister of Education No. 03/2020 on National Standard for Higher Education
[8] LEVEL 6: The graduate is
- "capable of applying science, technology and art within her/his expertise and is adaptable to various situations faced during solving a problem. Mastering in-depth general and specific theoretical concepts of specific knowledge and capable of formulating related problem-solving procedures,
- capable of taking strategic decisions based on information and data analysis and provides direction in choosing several alternative solutions. Responsible for her/his own job and can be assigned responsibility of the attainment of organization's performances.

each study programme involves professional associations in formulating their PO. In the case of BoH this association is PPSI (Indonesian History Study Programme Association).

To achieve the POs, BoH developed its Programme Learning Outcomes (PLO) as follows[9]:

PLO 1: showing good citizen behaviours with religious, cultural, and values of humanity, and to respect differences in society (attitude);

PLO 2: possessing professional ethics in working independently or collaboratively accompanied by a spirit of learning, critical thinking and innovation, as well as in making continuous efforts for self-development;

PLO 3: understanding basic concepts and methodology of history (knowledge);

PLO 4: applying the historical methodology in producing works/writings on history (knowledge);

PLO 5: developing history as a discipline through multi-dimensional perspectives (knowledge);

PLO 6: solving problems related to humanity in society, nation, and global community (general skills);

PLO 7: possessing thinking ability, persuasive and motivational skills as well as responsibility towards work (general skills);

PLO 8: disseminating knowledge of history through various media to society (specific skills);

PLO 9: working professionally in the world of work (specific skills).

Based on these programme learning outcomes, BoH[10] aims to achieve that graduates:

1. demonstrate professionalism, integrity, inclusiveness, and ethics of public administration that impact the state and society;

2. apply good governance in public sector organisation;

3. implement ideas related to public administration to make an impact on the society;

4. analyse policies for public sector problem solving;

5. implement social development that has an impact on community welfare.

Appraisal:

The panel notes that the qualification objectives of the programme (programme objectives) are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. However, the panel has the view that in the catalogue of the programme learning outcomes the descriptions of scientific objectives are missing. The panel formed the view that students acquire methodological competences and are enabled to do scientific work on the required level (see chapter 3.1). But it is not appropriately described in the objectives. Therefore, the panel recommends UNY adding scientific objectives related to training in scientific methods and work to the programme learning outcomes.

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[9] See SER p. 27.
[10] See the BoH website. http://ilmu-sejarah.fis.uny.ac.id/en/vision-mission

The subject-specific and extra-curricular qualification objectives and skills to be acquired (programme learning outcomes) correspond with the aspired level of a Bachelor. They take into account the requirements of the level 6 of the national 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)

UNY aims to become a world class university[11]. In its Strategy 2020-2025 UNY includes efforts to improve its internationality, which is one of the strategic goals. The FIS has programmes which aim to promote the role of faculties and lecturers at the international level. These programmes strive a) to increase the number of collaborations through visiting professors, joint research, and credit transfer activities, b) to promote training and assistance in writing Scopus indexed journal articles, and c) to organise international conferences.

BoH includes courses with international views, for example, History of Thoughts and Asian History courses (e.g. Southeast Asia History, East Asia History, West Asia History, South Asia History). These courses are also aiming at the students' employability. International perspectives are gained through networking in activities, such as scientific meetings with collaborating universities. The study programme also participates in applying international joint-research projects funded by the University or the government.

Moreover, BoH offers opportunities to foreign students who want to study the history and culture of Indonesia. Some foreign students from Thailand, Korea, India and Russia have studied Indonesian history and tourism at UNY.

Appraisal:

The panel acknowledges that the programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability and to interested students from abroad.

	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		

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[11] See SER p 11 f.

1.3 Positioning of the study programme

BoH was established based on the mandate for non-educational human resources development. It focuses on the study of local cultures and therefore, it is diverse from the focus of studies in other universities' history programmes, such as socio-economic (BoH Universitas Gadjah Mada), local history (BoH Universitas Sebelas Maret)[12]. However, the focus of the study does not limit the research field.

In terms of enrolment, on average BoH UNY had increasing rates during the last years[13].

In accordance with the University and the faculty's vision and missions, BoH has a national target. To achieve the target, BoH follows the PERMATA (Indonesian Student Exchange) programme, as well as other lecturer and student exchange programmes held between universities in Indonesia (e.g., an exchange programme with UNNES Historical Science programme). Besides, students from other universities can take courses in BoH UNY and vice versa.

Graduates of UNY's BoH can work in the academic field (historical research and preservation of traditional values, educators). As an educator, graduates of UNY BoH become history teachers in educational institutions under the Ministry of Education or lecturers at universities in Indonesia, including UNY. They may also work in non-academic fields such as in national archives, national libraries, Culture Department of Yogyakarta, Gorontalo tourism office, as museum educators, in the protocol service of the presidential palace, and journalists both print and online media.

Since the original IKIP Yogyakarta (Teacher Training Institution) was transformed into UNY, the University also offers study programmes in non-educational fields. Each programme is managed in accordance with UNY's vision, missions, and goals. In the 2020-2025 UNY Strategy Plan, it is mentioned that the main mission of UNY is to provide training in the areas of academic and professions in the field of education. UNY also offers professional and vocational education. For this reason, education programmes and scientific programmes will complement and support each other.

According to UNY, the existence of BoH is significant in the Faculty of Social Sciences[14] because BoH can offer scientific insights and by this strengthen the scientific orientation within the department of History Education which corresponds to the strategic focus of UNY.

Appraisal:

When looking at the high numbers of applicants, the panel notes that BoH is an attractive study programme, at least around Surabaya. Therefore, the reasons given for the positioning in the educational market of this study programme are plausible.

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[12] See SER p. 15.
[13] See above statistics in chapter Information.
[14] See SER p. 18.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment and self-employment for graduates are plausibly set forth.

The panel is convinced that the study programme is clearly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning. However, as UNY aims to become a world-class university by 2025, the panel recommends stronger taking into account international contents of the programme.

		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

Student admission to the Faculty of Social Sciences of UNY is carried out by the university admission office with criteria that refer to the Law on Higher Education[15], to the Regulation of the Minister of Education and Culture No. 6/2020 concerning New Student Admissions for Bachelor Programmes at State Universities and the Rector's Regulations No. 1/2019 and No. 17/2021 concerning Academic Regulations of UNY.

Admission of prospective students of the Faculty of Social Sciences, is carried out through three types of selection, namely:

1. The National Entrance Test for State Universities (Seleksi Nasional Masuk Perguruan Tinggi Negeri/SNMPTN) is a selection path for student admissions to enter state universities. It is carried out simultaneously throughout Indonesia and is managed nationally. The National Entrance Test is intended to measure prospective students' academic competences through grades in their last 5-term report in school. The National Examination scores, academic achievements, alumni records, and school accreditation level will also be taken into account. SNMPTN is conducted by the national level committee appointed by the government.

2. With the computer-based Joint Entrance Test for State Universities (Seleksi Bersama Masuk Perguruan Tinggi Negeri/SBMPTN) prospective students do not need to prepare and fulfil the aforementioned requirements because the selection process is conducted through two written tests. These are an Academic Competency Test (TKA) and a Scholastic Aptitude Test (TPS). UTBK SBMPTN can be taken by prospective students at grade 12 and alumni who graduated within the last 3 years. UTBK SBMPTN allows a selection by which the admission decision is taken by the aforementioned national level committee.

3. Independent Selection (Seleksi Mandiri/SM) is the admission procedure held by UNY independently. Its requirements are generally the same as those of SBMPTN. One of the mechanisms is a computer-based test consisting of an Academic Competency Test (TKA), of testing the knowledge of the Indonesian language and of English, and the knowledge of social-humanities or science and technology.

In 2020, 24 out of 80 study places were filled by the SNMPTN procedure (30 %), 32 by SBMPTN (40 %) and 24 by the Independent Selection (30%).

International undergraduate students are accepted through the International Bachelor Programme. They have to pay tuition fees and to fulfil the corresponding requirements which will be checked through a procedure stipulated by the Rector's Decree[16]. For international students, there are two types of scholarships: 1) Developing Country Partnership (Kemitraan Negara Berkembang/KNB) which is provided by the Indonesian government to foreign students for a period of 8 semesters; 2) Universitas Negeri Yogyakarta-Distinguished International Students Scholarship which is provided by UNY for foreign students for a period of 8 semesters. In addition to scholarships, for foreign

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[15] Law No. 12, 2012.
[16] See UNY Academic Regulation Art. 3 II.

students who are not proficient in the Indonesian language, there are free language course programmes provided by UNY.

The general requirements for SNMPTN and SBMPTN admissions have been decided by the government. The study programmes have the opportunity to decide on specific criteria based on the study programmes' goals in the Independent Selection. Some registration pathways facilitate excellent students to make use of various achievements they have obtained at high school to be admitted to UNY.

Information for prospective students is provided on the UNY website which includes inter alia the registration pathways for Indonesia Smart Card (Kartu Indonesia Pintar); university admission testing programmes; and scholarship at UNY.

There is a counselling programme for prospective students that is available at the Admission Service Office of UNY, at Jl. Colombo No. 1 Yogyakarta 55281, 1st floor of IKA UNY Building. Prospective students can ask the staff to get detailed information regarding their personal interests, career plans, and self-improvements. They also may ask the staff for information via telephone at business hours (07.30 a.m. - 04.00 p.m.) or through WhatsApp. Moreover, counselling services are available through email pmb@uny.ac.id, Instagram @pmbuny, Facebook UNY.PMB, or Twitter @UNYofficial, or video-call.

Prospective students' English skills are assessed using English admission test items. After passing the university admission test, all new students at UNY are required to take the ProTEFL, which is a UNY specific language test. Students who have not passed can join an English competence improvement programme independently during their study. The training is held by the UNY Language Service Center (ULB). Information related to the implementation of this programme can be accessed through ULB's website.

To improve students' English competences at UNY, there is a student activity unit called SAFEL (English Club), in which students can practice conversations in English. Also, students can improve their language competence independently at the Independent Language Learning Center (ILLC) of ULB. As almost all courses are given in Indonesian the language test results do not have an impact on the decision on admission.

The student admission system at the Faculty of Social Sciences is integrated and organised by the Committee of Students Admission of UNY (PMB UNY). This committee is responsible for coordinating and administering the selection process from the preparation until the admission decision that is documented by the respective committee. For the Independent Selection UNY follows stipulated criteria based on the binding Rector's regulations. Information related to student admission can be accessed by the public, as regulated in Law No. 14/2008 concerning the Transparency of Public Information, including information about the procedures and admission decisions.

On the UNY website, all university admission selection pathways are available, including the procedures that should be followed by prospective students. All requirements and rules that they

have to be fulfilled are presented. Test schedules of each pathway and announcements of the test results can be accessed by prospective students through the website.

Prospective students only need to access the PMB website and log in to their account on the website page using the payment code and PIN they get after the test payment has been made. Using that account, prospective students can follow the process of admission from uploading required files to monitoring the test results online through this page. With this mechanism, all the procedures can be documented and monitored transparently by applicants.

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 turn to the UNY 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 UNY 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 admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) and preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

All HEIs in Indonesia shall 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 National Qualification Framework (KKNI), while general skills have been formulated by the Ministry Mendikbud-Ristek. Knowledge and specialised skills are determined by the University / study programme.

As mentioned above[17], the curriculum of BoH is designed to produce graduates who can work as teachers, lecturers, researchers, writers, history consultants, archivists, or museum educators. Besides, graduates of BoH are expected to have the academic capacity to take further studies and obtain certifications that support their careers in the fields of social affairs, politics, and culture.

The curriculum consists of courses that are grouped into modules according to the requirements of the University level (University, Faculty, Study Programme). Theoretical courses reinforce the knowledge aspect and serve as the main foundation in the development of practical and field courses. Practical and field courses are aiming to improve and develop students' attitudes and skills. The field courses comprise Community Services and Field Work Practices.

The study programme courses include the following fields of study: (1) the definitions of history, (2) the steps of historical methods and the development of historiography, (3) the historical theory and methodology, (4) the application of historical theory and methodology, (5) the relations between Indonesian and world history, (6) the development of cultural history, social affairs, economics, politics, education and ideas, and (7) history reconstruction. The BoH programme offers a concentration on the development of Cultural History with courses that characterise the study programme, including the History of Indonesian Culture, Hindu Buddha and Islam as well as Colonial and Modern Indonesian Culture History.

In the first and second semesters of the programme, students can only enrol in required courses. After the third semester, students can choose elective courses to complete the required number of credits every semester. They must attend compulsory courses, such as Introduction to History, Historical Methods, and Colonial Indonesian History, because they are fundamental. Multiple courses are interconnected. For instance, the Dutch Language Source 1 course is a prerequisite for the Dutch Language Source 2 course, as students must have a basic understanding of Dutch before proceeding to a higher level. Another example is the Pre-Script Indonesian History course, which is a prerequisite for the Hindu-Buddhist Indonesian History course due to its conformity with Indonesian historical chronology. The internship is compulsory in the study programme, with the course Field Work Practice (Praktik Kerja Lapangan / PKL) worth of six credits.

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[17] See chapter 1.3.

The study programme also offers elective courses that are in compliance with the MBKM curriculum. Moreover, History students are permitted to enrol in courses outside of the on-campus and off-campus study programmes.

The BoH programme has a workload of minimum 146 sks credits and a maximum of 160 sks credits and is divided into eight semesters (a four-year programme). It offers 49 compulsory courses as well as 23 elective courses in the 3rd to 7th semester. The elective courses shall enable the students to acquire additional competencies and skills according to their study programme and are oriented at the needs of the labour market. The total number of credits for semesters 1 and 2 is twenty-two.

Curriculum of the Bachelor of History programme

Modul No.	Title of Module / Course Unit + compulsory or elecitive	Credit Points per Semester							
		1.	2.	3.	4.	5.	6.	7	8
M1	**Module 1 (General Courses)**	6	8		2				
MKU6201	Islamic Education		2						
MKU6202	Catholic Education								
MKU6203	Christian Education								
MKU6204	Hindu Education								
MKU6205	Buddhist Education								
MKU6206	Confucianism Education								
MKU6207	Civic Education		2						
MKU6208	Pancasila	2							
MKU6209	Indonesian Language	2							
MKU6211	English	2							
MKU6212	Digital Transformation		2						
MKU6213	Creativity, Innovation, and Entrepreneurship		2						
MKU6219	Arts and Culture Appreciation				2				
M2	**Module 2 (Faculty Courses)**	2		2	2				
FIS6201	Foundation of Social Science	2							
FIS6202	Character Education and Professional Ethics			2					
FIS6203	Statistics				2				
M3	**Module 3 (Compulsory Courses)**	14	14	18	15	17			
ISJ6201	Introduction to Historical Science	2							
ISJ6302	Indonesian Cultural History of Hindu, Buddha, and Islam	3							
ISJ6206	Introduction to Indonesian History	2							
ISJ6207	Indonesian History of the Pre-Literate Era	2							
ISJ6308	Indonesian History of Hindu-Buddha Era	3							
ISJ6222	Dutch Language Source I	2							
ISJ6303	SKI Kolonial dan Modern		3						
ISJ6309	Sejarah Indonesia Masa Islam		3						
1SJ6218	Metode Sejarah		2						

Code	Course							
ISJ6221	Historiografi Umum	2						
ISJ6223	Dutch Language Source II	2						
ISJ6228	Field Work Lecture I	2						
ISJ6310	Indonesian History of The Colonial Era		3					
ISJ6313	Southeast Asia History		3					
ISJ6315	East Asia History		3					
ISJ6319	Foundation of Historical Theory and Methodology		3					
ISJ6224	Dutch Language Source III		2					
ISJ6226	Social Theory		2					
ISJ6227	Cultural Theory		2					
ISJ6204	Philosophy of History			2				
ISJ6205	History of Thought			2				
ISJ6311	Indonesian History of The Movement Era			3				
ISJ6220	Indonesian of Historiography			2				
ISJ6225	Dutch Language Source IV			2				
ISJ6229	Field Work Lecture II			2				
ISJ6230	Historical Research Practice I			2				
ISJ6312	Indonesian History of The Independence Era				3			
ISJ6314	West Asia History				3			
ISJ6216	South Asia History				2			
ISJ6417	European History				4			
ISJ6231	Historical Research Practice II				2			
ISJ6332	Lab Development				3			
M4	**Module 4 (Elective Courses: choose 26 credit points)**		**2**	**2**	**2**	**20**		
ISJ6233	Art History					2		
ISJ6234	Tourism					2		
ISJ6235	Museology					2		
ISJ6236	Social-Economic History					2		
ISJ6237	Oral History					2		
ISJ6238	Agrarian History					2		
ISJ6239	Local History					2		
ISJ6240	Constitutional History					2		
ISJ6241	Sejarah Militer					2		
ISJ6242	Sejarah Maritim					2		
ISJ6243	Sejarah Politik dan HI					2		
ISJ6244	Global Perspevtive					2		
ISJ6245	Urban History					2		
ISJ6246	History of Education					2		
ISJ6247	History of Women					2		
ISJ6248	American History					2		
ISJ6249	History of Australia Oceania					2		
ISJ6251	History of Communication					2		
ISJ6252	Scientific and Creative Writing					2		
	Elective Courses Outside the Study Program		2	2	2	2		

M5	Module 5 (internship)							12	
MKL6601	Fieldwork Practice (PKL)							6	
MKL6603	Students Community Service (KKN)							6	
TAM6801	Bachelor-Thesis								8
Total 146 sks credits		22	22	22	21	19	20	12	8

Based on the Decree of Establishment No. 141/DIKTI/Kep/2000, the name of this programme is Bachelor of History. Graduates of BoH are awarded a Sarjana Sastra (S.S.) or Bachelor of Arts degree. In its development, the title given to History graduates will be changed to Bachelor of Humanities/Sarjana Humaniora (S.Hum). After decree of the Directorate General of Learning and Student Affairs No. 46/b/hk/2019 is issued, the History study programme adjusts the rules by proposing a change in the name of the title according to the Humanities scientific discipline in 2022. Later, graduates of the BoH will receive a degree of Bachelor of Humanities.

Most of the BoH courses are designed and developed using problem-based learning and project-based learning approaches. This allows students to get learning experiences from both theory and practice. Practical courses at BoH provide opportunities for students to apply the theory that they have learned in cases encountered in industry/schools. These courses include Field Work Practice, History Research 1, History Research 2, History Laboratory Development, Local History, Oral History, Entrepreneurship, as well as Scientific and Creative Writing.

Also, to support graduate's profile expertise, students need to develop their competencies as (1) Researchers: in historical methods, theoretical foundations and historical methodologies, historical research practice I, historical research practice II, historical laboratory development; (2) Authors: in historical research I, historical research II, creative scientific writing; (3) History Consultants: in historical methods, theoretical basis and historical methodology, Indonesian historiography, general historiography, socio-economic history; (4) Archivists: in lab development, in the courses on Dutch language; (5) Museum educators: by appreciation of art and culture.

In BoH[18], every student is required to take field work and Community Service in the seventh semester. These courses shall provide students with real-world experience as well as the ability to formulate problems of this field, collect data and make scientific solutions using the theories and concepts give lectures. The Community Service aims to develop students' soft skills in terms of living in society, organising, relating to other people or organisations, managing resources, building empathy, caring for the community, formulating plans, and conducting activities in groups or independently.

As far as the training of interdisciplinary thinking in the study programme is concerned, respective skills focus on social problems that can be approached from various scientific disciplines, either social-humanity or science and technology, or both. Students can develop abilities and take courses such as Digital Transformation, Creativity, Innovation and Entrepreneurship, Statistics, and others. Students also apply interdisciplinary thinking when completing their thesis.

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[18] See chapter 1.1.

Academic ethics, which is based on science, scholarly characters, and wisdom, is used as a guide for campus community life. The ethical regulation of lecturers in UNY is based on a Rector's Regulation[19], which provides explanations and guidelines on how to behave, communicate, and interact with educational staff in accordance with values, norms, social order, and local wisdom, to obey the law. The regulation also explains the imposition of sanctions for violations of the ethics code for educational staff and lecturers of UNY. There is also a student ethics guide concerning Ethics and Discipline of Student Association at the UNY Campus issued in 2009, that is based on the UNY Rector's Regulation. Character education at UNY is conducted through various courses such as: Religious Education, Pancasila Education, Civics, Character Education and Professional Ethics, Educational Science, Fundamentals of Moral Education, and Human Rights Education. The Faculty of Social Sciences (FIS) also focuses on ethical and moral aspects and emphasises the training of graduates who uphold ethics and morality.

Socialisation and internalisation of ethics to students have been carried out by the study programmes, departments, Faculties, and University through various student and academic programmes as well as through student organisations. The forms of socialisation and internalisation of ethics and enforcement for students are governed in the UNY regulations and activities, such as Community Service Handbook, Field Work Lecture Handbook, Field Teaching Practice Handbook etc.

University and Faculties have built an academic environment by providing opportunities for the development of creativity, critical thinking, as well as agile and global perspective. These opportunities are intended to carry out scientific activities/practices and develop research methods by providing research grants to lecturers at the faculty, university, ministry levels with independent funding within the country and abroad. This lecturer's research must involve students to provide opportunities for the acquisition of methodological competences and the ability to do scientific work.

UNY Rector's Regulation concerning Academic Regulations No. 1/2019 chapter IV article 7 requires that students can allocate time for research and community service. The procedure, starting from proposal preparation to report writing, is established. The implementation of this policy is integrated into University courses, Faculty courses, and study programme courses. The integration of research methodology development and scientific practice in university courses is found in the implementation of: (1) creativity, innovation, and entrepreneurship courses, (2) educational practice courses, community services, undergraduate thesis. In the BoH programme, the integration of the development of scientific methods and practices can be shown in the courses: (1) Civics Education Quantitative Research Methods, (2) Civic Education Qualitative Research Methods; (3) Social Research Methods; (4) Scientific and creative writing; (5) Historical Method; (6) Fundamentals of Historical Theories and Methods; (7) Seminar on History.

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[19] No. 5/2015 concerning the Code of Ethics for Educational Personnel and Handling of Violations.

Appraisal:

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

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

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

The panel notes that UNY enables students to include practical phases in organisations and field work as this is required by the University.

The panel is convinced that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated. Also, UNY strongly promotes and considers the identification and reflection of ethical aspects as key competences and as an integral part of the study programme's qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level.

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. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2   Structure

Projected study time	8 semesters
Number of Credit Points (CP)	146 – 160 sks credits = 236.4 – 257 ECTS credits
Workload per CP	1 sks = 39,7 h ; 1 ECTS credit= 25 h
Number of courses	49 compulsory courses and 23 elective courses
Time required for processing the final thesis and awarded CP	6 months, 8 sks credits /12.8 ECTS credits
Number of contact hours	2,159

As already mentioned above[20], the BoH programme comprises four study years with eight semesters. Students must take a minimum of 146 sks credits and can enrol for more courses up to a maximum of 160 credits to be able to graduate from BoH. 146 sks credits correspond to about 236 ECTS credits. Out of the elective courses that are offered with overall 46 sks credits in the curriculum, students have to take 26 sks 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 generally includes activities such as classroom learning, internship, field work, student-exchange, research, independent study, and village projects. According to the University, for the academic process one sks credit consists of 50 minutes of direct face-to-face lectures, 60 minutes of structured academic activities and 60 minutes of independent self-study, with a total of 170 minutes per week per semester (one semester has about 14 weeks). This means, whereas ECTS credits refer to the whole semester, sks are counted per week. For practical courses and seminars, each credit consists of 100 minutes of face-to-face meetings and 60minutes of structured assignments. Therefore: 1 sks credit = 170 mins X 14 weeks = 2380 minutes (39.7 hours per semester).

In semester eight, students focus on completing the final project (thesis). They choose as many elective courses as they need for the minimum of 146 sks credits (236 ECTS credits) up to the maximum of 160 sks credits (257 ECTS credits). Thus, there is room for some elective courses that students can choose in addition to the minimum.

According to UNY[21], in the practice of scientific activities and the preparation of the final thesis, students are supported and supervised in relation to how to produce both quantitative and qualitative research in the fields of communication, public administration, civic education, and history studies. In this context, students are also taught to be able to develop research data collection instruments with independent, quality, and measurable performance. In addition, students develop the ability to select and determine quality and measurable research samples using a particular system. Another ability that can be mastered is to process data and responsibly interpret the results. Thus, students learn to formulate research problems and develop research hypotheses with quality, measurable and valid reference sources.

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[20] See chapter 3.1.
[21] See SER p. 36

The examinations per semester consist of a combination of mid-term exam, final-term exam, assignments, and practice /field courses. Working reports that must be submitted after conducting a series of activities or practical works and other formats are deemed suitable to measure the four aspects of learning outcomes (attitudes, knowledge, general skills, and specialised skills). The examinations include written and oral tests, observations, results of collaborative learning, individual assignments, group assignments, presentations, quizzes, insertion exams, and final semester exams. To take the final semester examination, students must meet inter alia the following requirements: (a) attend at least 75% of the lectures, (2) not being in a state of undergoing academic sanctions imposed by the Dean and or Rector.

Evaluation of the students' learning progress is conducted in the semesters 1 to 6. In the third semester, the students of undergraduate programmes must have passed at least 30 courses with no D and E marks with a minimum GPA of 2.50 (two point five zero). Stage I of the learning progress evaluation is done to identify various obstacles in the learning process to plan a more planned, structured, and systemic learning process. The evaluation results are sent to the students, academic advisors, and parents. Stage II of learning progress evaluation determines whether students are able to continue their studies or are declared unable to complete their studies. If a student is unable to complete the study, then he / she is declared to have resigned and given a Certificate of Studying.

For the final study examination UNY works based on a Final Assignment Guideline (No. 9/2016). For Bachelor students the final assignments have the form of a scientific paper that reflects their ability to conduct scientific thinking processes and patterns through research activities. The thesis examination is regulated in the Thesis Writing Guidelines. It is conducted after the thesis manuscript is approved by the academic supervisor. A Board of Examiners consists of three lecturers who are appointed by the Dean at the suggestion of the coordinator of the Department. The academic supervisor becomes the chief examiner. The results are announced by the Chief Examiner after the exam is completed.

Students' academic achievement is assessed based on knowledge, skills, and attitudes/characters that reflect their competence. Assessment of learning achievement uses various approaches in accordance with the competencies that must be mastered by students.

The assessment system to determine the final grade uses the Benchmark Reference Assessment. Students may retake courses to get a better grade if only they get B- grade or lower. The calculation of the Grade Point Average (GPA) is determined by the number of letter grades that have been transferred to the numerical value/weight multiplied by the number of course credits divided by the number of credits taken by the student in a particular semester. If the grade has not been uploaded, the credit of the course will not be included to calculate the GPA.

The final grades are converted into letters A, A-, B+, B, B-, C+, C, D, and E whose standards and weights are presented in the following table.

Final grade and its conversion

Final Grade	Conversion	
Scale 100	Letter Grade	Weight
86 - 100	A	4.00

81 - 85	A-	3.67
76 - 80	B+	3.33
71 - 75	B	3.00
66 - 70	B-	2.67
61 - 65	C+	2.33
56 - 60	C	2.00
41 - 55	D	1.00
0 - 40	E	0.00

The curriculum is in the first row subdivided into modules and in the second into courses. In terms of a classification the modules subsume the group of courses that are designed and required by the University (modules 1), by the Faculty (modules 2), by the Study Programme (modules 3) as well as elective courses (modules 4) and practices (modules 5). In contrast to the modules, the courses are explained in descriptions in terms of syllabi. They provide information on 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. As the mode of delivery, several syllabi are mentioning "face to face", others "blended learning". The syllabi are collected in "Handbooks of Bachelor of History".

In 2020 / 2021 the Ministry of Education and Culture (Mendikbud) published new ministerial decrees[22], that introduced a new policy 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.

The implementation of the MBKM is regulated in the Rector's Decree No. 5/2020 concerning the Independent Campus-Freedom to Learn for Applied Undergraduate and Undergraduate Programmes at UNY and the Rector's Decree No. 7/2020 concerning Guidelines for Implementing the Independent Campus-Freedom to Learn for Applied Bachelor's and Bachelor's Programmes at UNY.

For the semesters 3, 4 5 and 6 the curriculum comprises courses "outside of the study programme" with a workload of overall 8 sks credits, in addition to Fieldwork Practice and Community Service (altogether with 12 sks credits). Students may choose internships, humanity projects, or transfer credit programmes outside UNY with a longer duration. To guarantee the recognition of credits obtained by the students in these activities, UNY academic regulations No. 17/2021 offer the possibility of credit transfers and their recognition respectively. 80 students who have taken part in the MBKM programme during the last two years, four of them participated in the programme overseas.

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[22] Mendikbud Decrees, 2020 No. 3 – 7.

UNY has presented diploma supplements (DS) as patterns that are used for "explaining the holders learning outcomes". The DS comprise inter alia information about the editing University, the study programme, the holder's identity, the learning outcomes, conveyed knowledge and skills, the grading system, the period of regular study, participation in academic activities, the Indonesian higher education system, and the Indonesia Qualification Framework. Lacking is information about the national sks credit system, the conversion to other credit systems, in particular the ECTS, and a relative grade or an ECTS grading table which shall replace the present grading table.

As far as the feasibility of the study workload is concerned, students have the possibility to comment on workload problems. But this is not part of a systematic and regular survey. In particular, when students are asked to fill out a questionnaire on the study programme the indicators assessed do not include the feasibility of the study workload.

UNY is in favour of an academic climate that upholds gender equality and services for people with disabilities in line with the Human Rights Law, education for all, the National Education System Law, and other relevant laws and regulations. Admission of new students at UNY is free of gender discrimination.

UNY also strives to become an inclusive university that is friendly to people with disabilities. Those with disabilities are given wide opportunities to participate in the student admission process. Information regarding registration requirements that are non-discriminatory and accessible to all parties it is available at the UNY website. UNY has become the location of the 2021 Computer-based Exam of Joint Entrance Test for State Universities for people with disabilities or special needs a few years ago. For students with disabilities, this University also provides several facilities and infrastructure, such as ramps, and lifts. In lectures, every student gets equal learning opportunities, including participating in discussions and presentations. However, binding regulations for students with disabilities and students in special circumstances about formal requirements on affirmative actions, study conditions and examinations (such as extension of deadline) do not exist.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses that are assigned to "modules". As these modules subsume the courses based on origin and not on thematic context the structure has not been modularised in the sense of the ECTS User's Guide. Therefore, the panel recommends UNY structuring the modules of the curriculum based on the ECTS User's Guide. This would also be helpful for student exchange and cooperation with universities in Europe.

The University assigns sks and ECTS credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The panel welcomes that UNY has incorporated the MBKM requirements and chances for the students in a flexible way, based on recognition of credits achieved.

The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Nevertheless, several of them are not sufficiently precise. E.g. syllabi describe the mode of delivery as "Blended Learning" although this does not

happen based on a respective didactic concept[23]. Therefore, the panel recommends the University stating in the syllabi the mode of course delivery more precisely.

The panel welcomes that UNY developed a Diploma Supplement which includes information for graduates, so that the institution, the grades awarded, the subject area and learning outcomes can be properly understood and correctly compared. Lacking for this purpose of the DS are information about the credit system sks, the conversion sks/ ECTS and a relative grade or an ECTS grading table. Therefore, the panel recommends the following **condition**:

The University completes the information in the Diploma Supplements regarding,
1.   the national credit system (sks),
2.   the conversion from sks credits to ECTS credits, and
3.   a relative grade or an ECTS grading table
(see chapter 3.2).

The panel members share the opinion that BoH contains too many courses. They recommend reducing the number of courses in order to improve the clarity of the programme structure also in the context of intended international outlook and to spend more time on the different subjects.

The legally binding study and exam regulations contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS 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, and by appropriate support services as well as academic and general student counselling. However, the study workload is not part of a systematic and regular survey conducted by the University. Therefore, the panel recommends the following **condition**:

•   The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

The HEI ensures gender equality and non-discrimination. Binding regulations for students with disabilities on affirmative actions concerning time and formal standards/requirements throughout the programme and examinations do not exist. This is also applicable to students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds. Therefore, the panel recommends UNY developing regulations on binding disadvantage compensation for students with disabilities or in special situations.

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[23] See below chapter 3.3.

		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)			Condition		
3.2.4	Equality of opportunity		X			

3.3 Didactical concept

In implementing the curriculum in teaching, lecturers at UNY apply student-centred learning with self-directed learning, cooperative learning, collaborative learning, project-based learning, and role-playing[24]. Other learning methods such as discussion, teamwork and group presentation are also used. Moreover, UNY promotes active involvement of its students in society through various off-campus activities such as research, humanitarian projects, entrepreneurial activities, independent projects, and community service programmes.

Apart from these methods the student workload comprises about 70 % self-study and 30 % hours in class or external projects[25]. The University explained that under the conditions of the Covid-19 pandemic blended learning was carried out through, structured tasks with asynchronous e-learning, independent assignments, seminars, field practices, research, community services and face-to-face meetings. Normally, 16 meetings take place in each semester, and students must attend at least 75 % of the face-to-face meetings held.

During the online conference the panel got different answers to the question whether in the future UNY would continue using online teaching. Some University members told the panel, it would not be continued, others said, UNY could switch to 50 / 50 face-to-face teaching and in digital mode.

Learning materials used in BoH are developed based on the PLOs and attempt to achieve the expected POs. The lecturers must develop their lecturing materials in hand-outs, student books, digital books, journal articles, learning videos, etc. Students get access to these materials through UNY's online Learning Management System (LMS) called BeSmart[26]. The materials are oriented at students' learning outcomes by identifying the selected qualification level.

The study programme invites guest lecturers from different universities, such as from Southeast Asian Studies Department, University of Malaya, Malaysia and from University of Groningen, The Netherlands, to improve the quality of internal lectures. The national and international guest lecturers conduct various activities such as workshops, book discussions, and public lectures.

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[24] See e.g. SER p.14.
[25] These numbers are based on the curriculum of BoH.
[26] http://BeSmart.uny.ac.id/v2/

Several guest lecturers are invited from the companies because their skills and work experience are urgently needed to improve the students' employability. In community service I and II courses, students got the information from the material presented by speakers from appointed agencies related to historical research, such as ANRI, National Library of the Republic of Indonesia, Department of Libraries and Archives, Museums. In BoH, there were guest lecturers from Kaesesart University (Thailand) and speakers from the appointed institutions who were experts in historical research, such as ANRI and Museums.

BoH is committed to giving optimal services in the learning process and implementing collaborative strategies. Collaborative strategies do not merely involve the active students during the learning process but also invite them to share their learning experiences with other students. Potential students who have been rigorously selected and meet the criteria are appointed to be teaching tutors. Generally, students involved as teaching tutors are the final-year students who have finished all theories. Teaching tutors are also involved in the process of developing Module Handbook, responding to material delivered by lecturers, evaluating students' work, and mentoring students.

Appraisal:

The panel welcomes that the BoH courses are oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

On the other hand, the panel could not discover a clear didactical concept for the programme. Particularly the future orientation towards online teaching and face-to-face teaching did not become clear. A clarification is necessary insofar as digital and offline teaching and learning partly require different conceptual methods.

Therefore, the panel recommends the following **condition:**
• UNY elaborates a didactical concept that clarifies in particular the contribution of digital teaching and face-to-face teaching as well as the corresponding didactical methods.

Also, as the self-study has a share of 70 % of the overall workload the panel takes the view that the courses are too much relying on students' self-study. It recommends UNY increasing the share of in-class teaching or adequate digital teaching as well as intensifying the guidance for the students' self-study with a sufficient number of instructors.

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. In this context the panel recommends keeping the literature details in the syllabi up-to-date.

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

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)			Condition		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		

3.4   Internationality

As mentioned above[27], BoH offers courses with international content, such as "Global Perspectives," History of Southeast Asia, History of South Asia, History of West Asia, History of East Asia, History of Europe, History of America, and History of Australia Oceania, Social Economy History, History of Political and International Relations.

Global insights and multiculturalism are introduced to students through lectures and non-lecture activities. Some courses are designed to allow students to develop the skills required for the international market. Besides learning courses, international content and intercultural aspects are realised in cooperation with external institutions, universities and companies. Student exchange which is collaboratively done with Kasetsart University, Thailand, offers the possibility for students to become acquainted with international content and intercultural aspects, too.

The study programme invites visiting professors[28], which also aims to support its internationalisation. Moreover, BoH has a cooperation with the University of Malaya, Malaysia, supporting student exchange and exchange of academic staff.

Although at present it has no foreign students, BoH in general supports international students (incoming students) as well as credit transfers for national students who study abroad (outgoing students). UNY's international service office also offers support for students, for participating in international competitions, cultural camps and international seminars.

The FIS has programmes aiming to promote the role of faculties and lecturers at the international level. These programmes strive to increase the number of collaborations through visiting professors, joint research, and credit transfer activities, to promote training and assistance in writing Scopus indexed journal articles, and to organise international conferences.

BoH does not include faculty members from abroad.

Based on the Academic Regulation, every Bachelor programme student at UNY is required to have a minimum score of 425 of ProTEFL (according to UNY equivalent to TOEFL Test[29]). In supporting the university effort to become a world-class university, the study programme implements foreign language components in the study programme curriculum through Basic English and English for Academic Communication courses. Other than that, in solving problems through scientific reasoning, in both coursework and exams, students are directed to use international journal articles published in the last ten years as references.

All programme courses are given in Indonesian, except the courses on the English language.

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[27] See chapter 1.2.
[28] See chapter 3.3.
[29] See SER p. 54.

Appraisal:

The panel welcomes that international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Also, through practical examples, students are enabled to act in an intercultural environment.

As the study programme does not include students from abroad, the composition of the student body does not correspond to the programme concept.

As promoting the students' acquisition of international competences and skills is important the faculty should include teachers from abroad and/or faculty members with international academic and professional experience.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. However, the panel has the view that BoH as a subject with international orientation does not offer a sufficient quantity of courses in English. Therefore, the panel recommends UNY increasing the number of courses that are taught in English.

		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)

Students gain theory and practice in communication and public speaking as well as cooperation in an orientation programme that is mandatory for new students at the beginning of their year of admission. In this orientation programme, students achieve insights into the importance of integrating theory and practice, interdisciplinary thinking, scientific methods and practice, assessment and multidisciplinary competencies, and skills that play a key role for the overall learning process.

In addition, students can achieve multidisciplinary competencies and skills through the implementation of the Independent Campus-Freedom to Learn Curriculum. The respective courses and activities allow significant changes in the learning process, thus creating a learning culture that is innovative and relevant to the students' needs. Students have broad opportunities to gain learning experiences outside the study programme for three semesters both inside and outside the university. This includes training of cooperation and settlement of conflicts.

Appraisal:

The panel is convinced that the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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 study programmes integrate theory and practice in the curriculum to produce graduate profiles that link and match industry needs. In addition to teaching practice, internship, and Community Services, students' participation in competitions and student exchange may improve the students' skills. Moreover, the Independent Campus-Freedom to Learn (MBKM) also supports the study programme's efforts to equip graduates with practice experience for the labor market. The implementation of the curriculum policy allows students inter alia to experience long internships and / or entrepreneurial activities.

Appraisal:

The panel takes the view that 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/courses.

	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

Structure and total number of lecturers are stipulated in different legal regulations[30]. For each study programme a minimum of five lecturers with academic qualifications of master, applied master or doctorate is required. In BoH, the lecturers' fields of expertise are in accordance with the main subjects of the study programme: Social-Cultural History, Social-Political History and Social-Economic History.

The provisions for academic positions of academic lecturers include professors, associate professors, assistant professors, and lecturers. The current data of the lecturers for BoH are as follows:

Study Programme Faculty Members

Title	Number of Faculty Members	Percentage
Professor	2	14.3 %
Associate Professor	7	50.0 %
Assistant Professor (Lektor)	2	14.3 %
Assistant Professor (Ahli)	3	21.4 %
Sub-total	14	100.0 %

In the academic year 2020 / 2021 BoH had overall 405 students[31], facing 14 members of lecturers. This means a ratio 1 lecturer to about 29 students. 11 lecturers work full time.

All faculty members fulfill the respective legal requirements. They are appointed by the Government or the UNY management and work full-time. They have the status of permanent lecturers or honorary lecturers. All permanent lecturers in UNY have received professional certifications as educators. They continue to improve their teaching skills by participating in PEKERTI activities (Indonesian handicraft) and Applied Approach and certification training such as Certified International Qualitative Researcher (CIQaR) and Certified International Quantitative Researcher (CIQnR).

The lecturers' duties are stipulated by law as well. Their basic duties comprise teaching, research, and involvement in community actions ("Tri Dharma"). Teaching is the main task, which is compulsory for every lecturer registered. They are requested to participate in teaching activities for minimum in two subjects per semester (equivalent to 12-16 ECTS credits per semester). Besides conducting lectures, they must plan the learning process, carry out assessments of learning

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[30] See Law of the Republic of Indonesia No. 14/2005 concerning Teacher and Lecturer, the Regulation of Minister of Research, Technology, and Higher Education (Permenristekdikti) No.50/2018 concerning National Standard of Higher Education (SNPT), Article 29 paragraph 4, and national standards of higher education (SN Dikti), Article 29 paragraph 8.
[31] See SER p. 4.

outcomes, report on activities of students at the end of each semester, develop and evaluate test materials in accordance with the objectives of the learning achievements, and carry out certain management functions.

UNY ensures that every lecturer has met the specified requirements and fulfilled the study programme objectives[32]. To ensure the academic qualifications of lecturers, lecturers' qualifications are determined through standard procedures by the government and by UNY. In the lecturer recruitment process, study programmes are involved, and the process refers to the selection system carried out by the University based on relevant regulations. In BoH, four lecturers have a Master degree, seven lecturers made their doctors, three lecturers are pursuing their doctoral studies.

The University guarantees that lecturers have the pedagogical competence and qualifications that are required for the study programme. In the lecturer recruitment test, microteaching is one of the criteria. To improve the qualifications of lecturers in the learning process, workshops on the preparation and evaluation of module handbooks and modules for the teaching guides in the classroom are regularly held to improve the pedagogic qualifications of lecturers.

In BoH, two lecturers have practical experience, one as assessor, the other one as manager.

Internal collaboration among lecturers occurs in lecture activities, research, and community services. In lectures, internal activities are conducted, one of which is through team teaching. Internal collaboration in team teaching starts from preparing the lesson plan, lecture materials, and media to the delivery of lectures and exams. Several courses are taught in groups to provide students with various perspectives on their area of expertise in the same course.

Before the start of each semester, the study programme holds lecturer meetings to discuss the preparation of lesson plans and to prepare for the upcoming semester. These meetings include lecturer group discussions based on their areas of expertise to adjust the lesson plans to the most current demands. At the end of the semesters, study programme meetings are also held for monitoring and post-lecture evaluation.

Support for students is an integral part of the services provided by lecturers to help students succeed in pursuing their studies. This support is based on the Rector's Regulations[33]. It is carried out as follows: Giving academic supervision and guidance to students in conducting research, supporting entrepreneurship, student's creativity, student competitions, and thesis writing.

At UNY, an academic advisor whose role is to provide academic guidance and advice is assigned to every student in order to enable them to complete their studies on time and with high academic achievements. If there are no obstacles (for example, an academic advisor pursuing further

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[32] See SER p. 59.
.[33] (1) Law No. 14/2005 concerning Teacher and Lecturer; (2) Government Regulation No. 98/2000 in conjunction with Government Regulation No. 11/2002 concerning the Procurement of Civil Servants; and (3) Government Regulation of the Republic of Indonesia No. 37/2009 concerning Lecturers. No. 24/2017 concerning UNY Quality Standards and the Rector's Regulation No. 1/2019 concerning UNY's Academic Regulations.

studies), the appointment of an academic advisor for a student is effective from the student's admission to graduation. Students must seek consideration and approval from their academic advisors before completing the online Study Plan Card/KRS.

In addition to academic guidance facilities, students also attain a thesis supervisor. In accordance with the Higher Education Standards, a lecturer is allowed to supervise up to 10 students' theses per year. The thesis supervisor provides guidance or structured research advice in the context of preparing a thesis or non-thesis final project. The guidance service for thesis writing is available both online and offline.

Support from the lecturers is also available when students do internships, field-work practice or community service. Outside classes, supervisors are assigned to help students with other student activities. Each student activity unit and association have a regular schedule that is conducted under the supervision of the lecturers. Supervisors also provide assistance to students who participate in tasks, such as competitions, research grants, and entrepreneurship grants.

The University requires the lecturers to involve students in research groups and community service projects. Collecting primary and secondary data for the research is one the examples of student involvement. This participation allows students to use their knowledge of research methods and provides experience for writing papers and theses. In community service, lecturers involve students in activities that foster collaboration with parties at the community service site.

Students are allowed to consult or discuss the aforementioned activities with the supervisors during or outside working hours. Outside classes, the lecturers provide opportunities to discuss various aspects of lectures, such as consultation on internships, writing contests that students participate in, scholarship to study abroad, and the types of careers that can be pursued by students after graduation. Lecturers provide support to students using a range of communication media, including face-to-face meetings, WhatsApp, video conference platforms such as Zoom and Google Meet, and other social media.

Appraisal:

The panel is convinced that the structure and number of the faculty correspond to the programme requirements and ensure that the around 400 BoH students (2020/2021) achieve 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.

A list of faculty members teaching BoH that the panel members received shows that the necessary fields of expertise are covered.

The academic qualification of the faculty members corresponds to the requirements and objectives of the study programme. UNY 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. The HEI 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. Specific measures for further qualification of the faculty members are implemented.

The panel notes that two lecturers have practical experience that they are gaining outside the University. Moreover, it can understand that historians may have difficulties to gather practical business experience. Nevertheless, it would be helpful if more lecturers could bring in practical experience in order to integrate theory and practice even better for students.

The faculty members cooperate with each other for the purpose of tuning the courses 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 faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. During the online-conference it became apparent to the panel members that the members are giving fruitful and effective support to the students.

	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 study programmes at UNY are led by a coordinator, who is responsible for formulating policies based on recommendations from study programme managers. Furthermore, the study programme coordinator ensures that the number of active academic staff and students' workloads meet the quality standards. Moreover, he/she coordinates the implementation of all study programme activities, including offline and online lectures.

Regular meetings are held as part of the study programme coordinator's duties. In those meetings, the coordinator can provide comments, suggestions, and criticism for the success of the institutions.

Dean and Vice Deans oversee overseeing work programmes, which includes planning, implementing, developing, and evaluating the study programme. The Dean coordinates activities related to the Three Principles of Higher Education, ensuring that the programmes and activities are conducted by staff in accordance with their roles and responsibilities. The programme must also be implemented according to the schedule that has been established. Furthermore, evaluations are carried out to document the lacks and weaknesses that will be used as a basis for future improvements.

An adequate number of administrative staff is available not only at the study programme level, but also at the Faculty and University level. Each study programme at FIS has administrators who support lecturers and students. At the Faculty level, the staff is led by an administrative coordinator who oversees services in three divisions: academics, students and alumni, finance, accounting, general affairs as well as personnel and state-owned property.

Administrative services related to student affairs include excellent student awards, Student Activity Units' event proposals, Alumnae Association registration, student affair information, scholarships, students' welfare, and students' insurance claim.

The students have a personal UNY e-mail address with the domain @student.uny.ac.id. They can use this page inter alia to submit an application for a research or observation permit. The study programme's administration staff shall respond within 24 hours. Other online administrative services are provided to ease students to access administrative services, registration information services, and information about graduation. Moreover, lecturer support is carried out through the implementation of supporting tools integrated with a single sign on (SSO) system via the UNY email address. Processing official letters for academic and non-academic activities, funding support, and student academic assessments can be done through the e-service.

Moreover, for document archiving, the study programmes store any data held on Google Drive "*Satu Data Komunikasi*" (Communication's One-data). It is essential because it stores the files needed to develop students and the study programme. It contains academic and organisational documents such as lesson plans, exam questions, student achievement data, which can be accessed by all lecturers of the study programme. Organisational documents include curriculum development

plans, survey instruments, lecturer data, financial reports, and documents for study programme accreditation preparation.

Appraisal:

The programme coordinator organises the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.
The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the 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

To improve the collaboration, the Faculty conducts visiting lecturer activities, joint research and scientific forums with both domestic and foreign universities, such as University Malaya (UM), National University Singapore (NUS), Universiti Teknologi Mara Malaysia (UiTM), Universiti Utara Malaysia (UUM), Universiti Kebangsaan Malaysia (UKM), and Sultan Idris Education University (UPSI).

In terms of networking, BoH cooperates with Universitas Negeri Semarang in the form of lecturer and student exchange; Department of History of Universitas Diponegoro in 2019; with Asia University (Taiwan) and University of Warsaw (Poland) in the form of student exchange.

The UNY study programmes are committed to improving cooperation with companies and organisations to expand networks, hold mutual activities, and provide internships and career opportunities for study programme graduates.

BoH has cooperated with various organisations or agencies in a number of provinces in Indonesia, such as Yogyakarta Special Regency, Central Java, East Java, West Java, and North Sumatra in the form of internships or street vendors (field-work practice) to develop students' qualifications and skills. Internships are carried out in order to implement the Independent Campus-Freedom to Learn

(Merdeka Belajar-Kampus Merdeka) curriculum. The cooperation is evidenced by cooperation agreements and the hiring of some alumni in the companies.

Appraisal:

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

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

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

4.4 Facilities and equipment

 As the on-site visit had to be replaced by an online conference, UNY made available to the panel information on its building, rooms, and the library as well as descriptions in the self-evaluation report thereof. According to UNY[34], the University provides facilities and infrastructure to support research activities such as laboratories, workshops, studios, and others according to the needs of lecturers and students. Those facilities and infrastructure have met quality, work safety, health, comfort, and security standards.

FIS has classrooms equipped with modern IT tools and with a capacity for 50 students each. They have been equipped with various learning facilities such as LCDs, computers, white boards, Wi-Fi networks, audio speakers, and air conditioning. In addition, there are facilities that support accessibility for students with special needs (disability) such as special lanes for wheelchairs, special toilets for disabled users, and several classrooms located on the 1st floor.

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[34] See SER p. 71 ff.

The rooms for lecturers and administrative staff are located in the main building, and some of the lecturer rooms are located in a special building for lecturers. In addition, there are two conference rooms that can accommodate 100 people and 200 people. These conference rooms can be used for seminars and student activities. There are also rooms for a Thesis Final Project proposal seminar and Thesis Examinations.

BoH provides supporting facilities in the form of a laboratory and a history library in order to improve students' reading, research, writing, and discussion skills. The laboratory is located on the 2nd floor of the ISDB building. It contains facilities that allow students to study comfortably, as well as to read and research historical sources. It is also equipped with computers, internet access, an LCD projector, and air conditioning. Students are recruited to manage the laboratory and library, so they do not only get lecture materials they need, but also gain practical experience in helping other students find reading materials, manage the layout of books and theses in the library, do cataloguing, and manage Bebas Pustaka (a letter explaining that students do not have library collection loans or fines) for final year students. They can also gain practical experience by evaluating and improving service quality.

In addition, in order to support the efforts in creating a dynamic academic atmosphere, outdoor group rooms or gazebos facilitated with electricity and Wi-Fi networks are provided so that students can use them to have discussions.

UNY has a reliable internet network and provides Wi-Fi networks that can be accessed for free by students throughout the campus area. Various information systems and learning resources managed by the Technical Implementation Unit of Computer Centre UNY/UPT Pusat Komputer UNY can be accessed by lecturers and students through Single Sign-On (SSO).

In addition to UNY's central library, Faculty of Social Sciences also provides a faculty library that serves all study programmes. To support lectures, there are more than 1500 reference sources: books, journals, and research reports. They are available at the FIS library. The library provides offline services every weekday from 07.00 AM - 04.00 PM. Students can borrow the collections within a certain period. They can also read theses written by alumni in the library reading room.

Apart from offline, students can also access the UNY library's literature collection and the FIS library online. There are online services such as book order, book check out, and EZproxy[35] UNY access (access to journals and e-books subscribed to by UNY). This accessibility makes it easy for students to obtain electronic resource collections in the forms of e-books and e-journals. Students can also access sources outside UNY, such as Scopus journal database, Proquest, JSTOR, Springerlink, EBSCO. This library page is also connected to other sources such as Perpunas (national library) E-resource.

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[35] An access and authentication software allowing remote access to e-journals, e-books and databases.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit UNY's buildings. Instead, UNY provided 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 via wireless LAN is provided free of charge. A sufficient number of group rooms is available. However, the panel learned from students during the online-conference that in some parts facilities should be updated.

The opening hours of the library take students' needs sufficiently into account. Access to the 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. However, the panel recommends organising an own access to a digital platform on international books and journals which will be useful for widening the international activities and orientation of BoH. Moreover, the panel recommends UNY allocating more resources for international printed materials.

	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

UNY's career guidance and job information service programmes for students and graduates are coordinated by the Career Development Centre/Pusat Pengembangan Karir (PPK) of the Institute of Educational Development and Quality Assurance/LPMPP UNY. These activities include:
1.   Job Information
Dissemination of job information is conducted through the Career Development Centre's Twitter and Facebook accounts. Apart from the announcement board at the Career Development Centre, each Faculty and department also provide information about job vacancies.
2.   Job Fair
The Career Development Centre organises online and offline job fairs, whereas UNY Career Days, Entrepreneur Expo, and other job fairs have been routinely conducted offline.
3.   Career Planning

Career planning is carried out systematically by the Career Development Centre by providing employment information for students and alumni and providing consultation services and career guidance for students and alumni. Periodically, the Career Development conducts job application training which is combined with other activities aiming at maximising the synergy.

4.   Job Placement Service

Job placement services are carried out by the Career Development Centre through campus recruitment for institutions in need and other special services, such as teacher placement at the request of certain institutions or collaboration with certain local governments.

Lecturers at FIS provide counselling services and work placements, especially through academic supervisors. FIS also collaborates with agencies to build networks that are beneficial for work placements for study programme graduates.

In addition, the faculty is committed to paying close attention to agencies that have potential for collaboration to provide work placement opportunities for FIS alumni. All study programmes at UNY collect alumni data, form alumni networks, and hold career talks with alumni of the study programmes. The activities that have been carried out are a tracer study and alumni talks at the faculty level. The academic and non-academic programmes carried out are career talk/alumni sharing, alumni gathering/greeting, community service, seminars with alumni as resource persons, guest lectures, entrepreneurship events, and donations of funds and facilities.

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)

As a state university, in accordance with the Law No. 20/2012 concerning Higher Education, the funding resources for UNY come from the State Budget/Anggaran Pendapatan dan Belanja Negara (APBN) and the fees that students pay for services such as entrance examinations. The budget sourced from the APBN is prepared every year in the form of an Integrated Activity Plan and Budgeting/Rencana Kegiatan Penganggaran Terpadu (RKPT).

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 UNY has arranged the implementation of quality assurance in the UNY Rector Regulation No. 41/2019 concerning UNY Internal Quality Assurance Systems/IQAS which consists of four IQAS documents, namely UNY Quality Policy, UNY Quality Manual, UNY Quality Standards, and Quality Procedures/Performance/Work Instructions.

The IQAS documents are guides for administrators at all levels as well as for lecturers, students, and administration to improve the quality of higher education at UNY. IQAS of UNY is implemented based on the cycle of Determination, Implementation, Evaluation, Control, and Improvement (PPEPP) of Higher Education Standards.

The implementation of the standards is the daily tasks of all units (study programmes, faculties, graduate school, institutions) as well as all lecturers, students, and administrative staff at UNY. The standard implementation includes education and teaching activities, research, community services, student affairs, as well as governance and collaboration.

The standard implementation is evaluated, among others, through an internal quality audit which is carried out annually. The purpose of this audit is to determine the achievement of the standards that have been previously set. The results of the internal audit implementation process become the basis for control, which is carried out in the Management Review Meeting (RTM) both at the department and at the Faculty level. The process of implementing the UNY Internal Quality Audit is regulated. The report about the results will be submitted to the study programme coordinator as an evaluation material for the study programme.

The evaluation is also conducted by filling out various surveys involving students, lecturers, and education staff. For example, learning evaluation is conducted with students as respondents and evaluation of the various quality of faculty services is conducted with lecturers, education staff, as well as students as respondents. Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures.

BoH's evaluation of the learning process is carried out based on the data obtained from the Monitoring and Evaluation System (SIMONA) of UNY. At the beginning and the end of every semester after students filled out a questionnaire. This system provides results in the form of evaluation of lecturers' performance from aspects of learning and allows students to make suggestions for the improvement of the implementation of courses and lecturers. From this system, the evaluation results of student study load can also be obtained. The questionnaire includes the following indicators that are assessed on a scale of 1-5 (very low - very high):

In addition to using SIMONA UNY, the evaluation in BoH is carried out through the Advocacy of the History Student Association with the initiation from the study programmes. This advocacy is conducted to provide input, criticism, and suggestions from the students to the study programme. Students experienced confusion in dealing with changes in the learning process from offline to online mode during the COVID-19 pandemic.

Lecturers in BoH do an evaluation through a satisfaction survey conducted by the University. There are several aspects assessed in the survey, including governance, corporate governance, and cooperation; human resources; finance, facilities, and infrastructure; education; research; community service; and the Three Principles of Higher Education (Tridharma) outcomes. Moreover, each lecturer presents the study programme lesson plan for one semester in front of fellow lecturers who are in charge of different courses.

The University, through the Institute of Quality Assurance and Educational Development (LPMPP), has established a Certification and Career Centre. The centre creates a tracer study and an analysis of the extent to which UNY graduates can compete on the labour market. The results of the tracer study are submitted to the study programme to be analysed and to be used as the basis of its performance evaluation. The tracer study is aimed at all UNY alumni and conducted annually.

A graduate user satisfaction survey aims to obtain an evaluation and assessment of the performance of graduates by their superiors. Aspects assessed include ethics, expertise, foreign language skills, use of information technology, communication skills, teamwork, and self-development. The results of the graduate tracks are published on UNY's website and disseminated to all lecturers and education staff in the FIS environment through department meetings; to students through a forum between lecturers and students which is held at the end of each semester as well as to students' parents through a plenary meeting of parents/guardians which is held annually.

Information and documentation related to study programmes and curricula is published in both printed and digital forms such as study programme webs, department catalogues, student guides, semester lesson plans, and various other learning tools. The documents are continuously updated by the departments' administrative and educational staff. Students have access to all university, faculty, and department websites which contain profile information on UNY and various student guides. Data transparency is open to the public regardless of their roles and responsibilities.

Information regarding curriculum, academic calendar, schedule for each semester, and others are available on the UNY website as well. The study programme is committed to continuously updating the website so that the public can appropriately read all information and its activities. This includes current news and information on the programme.

All BoH activities for one academic year can be accessed through the study programme website. The study programme activities, for example mechanism for letter submission, curriculum guides, and other study programme activities. All information is uploaded to the website and updated regularly to help students, parents, or stakeholders to monitor the study programme activities. Students and parents can access the website.

BoH collaborates with the press that functions as a bridge between the study programme and the public. It also collaborates with news agencies and television networks.

Appraisal:

The panel welcomes that UNY, 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.

Additionally, graduates and representatives from the business world are included to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

The panel notes that the study programme takes into account the students' feedback on the feasibility of the study workload, although this is not part of a systematic and regular procedure. In this respect, the panel refers to the condition in chapter 3.2 of this report.

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 have been suitably documented and published (e.g. course plan and exam regulations). UNY regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Universitas Negeri Yogyakarta

Study programme: Bachelor of History

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

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

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