

# Decision of the FIBAA Accreditation and Certification Committee

9<sup>th</sup> Meeting on March 22, 2023



## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/114
<b>Higher Education Institution:</b>	Universitas Negeri Yogyakarta
<b>Location:</b>	Yogyakarta, Indonesia
<b>Study Programme:</b>	Bachelor of Public Administration (Bachelor of Public Administration)
<b>Type of Accreditation:</b>	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.

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



## Assessment Report

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

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**Higher Education Institution:**

Universitas Negeri Yogyakarta, Indonesia

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**Bachelor programme:**

Bachelor of Public Administration

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**Qualification awarded on completion:**

Bachelor of Public Administration

# General information on the study programme

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**Brief description of the study programme:**

The Bachelor programme “Bachelor of Public Administration” offers within four years (8 semesters) and with a workload of min. 232 ECTS credits a training for mainly the following professional occupations: public administrators, public officials, bureaucrats for local, national and international authorities; public policy analysts; researchers in the field of public administration and other related fields; social workers. Graduates reach the degree “Bachelor of Public Administration.”

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**Type of study programme:**

Bachelor programme

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

Four years, 146 - 156 sks credits = 232 – 252 ECTS credits

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**Mode of study:**

Full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

Four classes in parallel, 164 students per year

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**Programme cycle starts in:**

August

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**Initial start of the programme:**

2007

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**Type of accreditation:**

Initial accreditation

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# Procedure

A contract for the initial accreditation of the programme Bachelor of Public Administration (Bachelor of Public Administration) 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<sup>1</sup>. 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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<sup>1</sup> 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 Communication (Bachelor of Communication), Bachelor of History (Bachelor of Arts), 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 of Public Administration (BoPA) 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 Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: 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:** The University elaborates a didactical concept for the BoPA programme that in particular clarifies the contribution of digital teaching and teaching in presence 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);
- 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:

- Stronger taking into account international contents of the programme (see chapter 1.3);
- Structuring the modules of the curriculum based on the ECTS User's guide (see chapter 3.2);
- Stating the course descriptions more precisely (see chapter 3.2);
- 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);

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

- 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);
- Including at least one full professor into the lecturer team, preferably on management and public ownership (see chapter 4.1);
- 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 BoPA (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 four criteria in which the programme exceeds the quality requirements:

- Logic and conceptual coherence (see chapter 3.1);
- Ethical aspects (see chapter 3.1);
- 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).

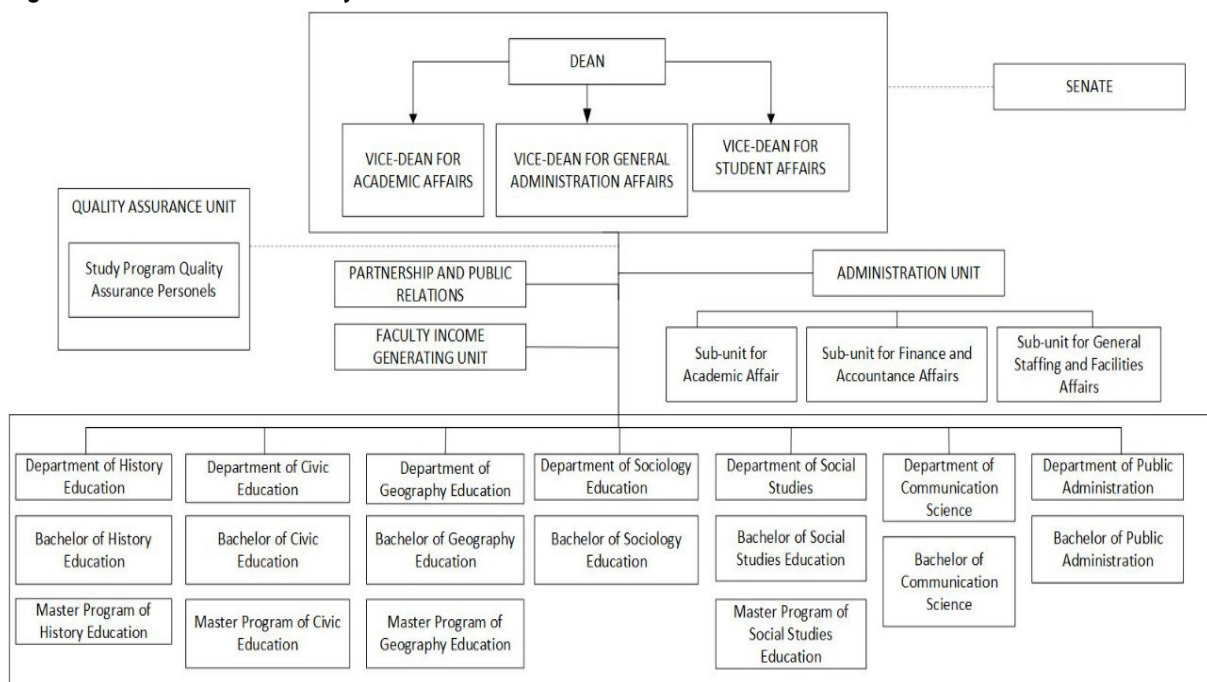
# Information

## 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<sup>3</sup>. 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 Public Administration programme (BoPA) belongs to the Faculty of Social Sciences (FIS).

### Organisation Structure of Faculty of Social Sciences



In total, currently the Faculty is responsible for twelve study programmes<sup>4</sup>, 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.

<sup>3</sup> As governed by Presidential Decree No. 93/1999.

<sup>4</sup> Including one programme that is not listed in the graphic above.



## Further development of the programme and statistical data

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

BoPA keeps on getting more interest from applicants. The number of applicants in the academic year of 2020/2021 was 5,940, while in the academic year of 2021/2022 the number of applicants rose to 9,128.

Study Programmes: BoPA							
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Study Places offered by HEI</b>		80	80	80	80	110	177
<b>Applicants</b>	∑	5,315	5,899	7,550	3,452	5,940	9,128
<b>Application rate in %</b>		6,643.7	7,373.7	9,437.5	4,315.0	5,400.0	5,157.1
<b>First-Year Students (accepted applicants)</b>	∑	107	115	125	90	111	171
	f	66	73	91	59	78	109
	m	38	42	34	31	33	62
<b>Rate of female students in %</b>		61.68	63.47	72.8	65.55	70.27	63.74
<b>Foreign Students</b>	∑	2	2	2	2	2	1
	f	1	0	0	0	0	0
	m	1	2	2	2	2	1
<b>Rate of foreign students in %</b>		1.9	1.7	1.6	2.2	1.8	0.6
<b>Percentage of occupied study places</b>		133.75	143.75	156.25	112.50	100.91	96.61
<b>Graduates</b>	∑	83	87	86	70	66	48
	f	46	59	59	56	49	35
	m	37	28	27	14	17	13
<b>Success rate (students who finished their studies) in %</b>		93.26	87.00	93.48	94.59	74.16	53.33
<b>Dropout rate (students who dropped their studies) in %</b>		6.74	13.00	6.52	5.41	25.84	46.67
<b>Average duration of study in years</b>		4.3	4.2	4.5	4.38	4.75	4.8

<b>Average grade of final degree</b>		3.49	3.55	3.49	3.56	3.56	3.63
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The average study period has fluctuated during the last three years. In the academic year of 2018/2019, the average study period was 4.50, and in the academic year of 2019/2020, the study period decreased to 4.38. Meanwhile, in the academic year of 2020/2021, the average study period increased to 4.75 years. According to UNY<sup>5</sup>, the dynamics of the average study period occurred due to several factors such as: (1) changes in curriculum that emphasizes learning experience and graduate quality rather than the short length of study, (2) the global pandemic, and (3) student learning motivation. BoPA also organizes an Undergraduate Thesis Completion Acceleration programme.

## Appraisal

The statistical overview shows a strong interest of applicants in the BoPA programme. The numbers of applicants are about 40 to 50 times higher than those of the available study places, even though they have been increased. The success rates and respective dropout rates seem to be normal and adequate.

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<sup>5</sup> See SER p. 6.

# 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.

UNY's vision for the BoPA programme reads as follows:

"It aims to become an outstanding study programme that produces graduates who are competent in the field of public administration and are able to think critically and to solve problems on public issues, based on piety, independence, and intelligence."<sup>6</sup>

This is followed by the mission:

1. "Organizing academic education in the field of State Administration with local, national, and international perspectives.
2. Developing research capabilities for lecturers and students in order to develop science and technology in the field of State Administration.
3. Carrying out community service as a form of commitment to public problems.
4. Building an academic culture of character to encourage the sharpness of graduates' conscience.
5. Strengthening the institutional system and building networks to support the function of the State Administration Science Study Program."<sup>7</sup>

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)<sup>8</sup>. The IQF has nine qualification levels, and the Bachelor Study Programme corresponds to IQF level 6<sup>9</sup>. The PO of each study programme refer to market demands, and stakeholders' needs. Moreover,

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<sup>6</sup> <http://administrasi-publik.fis.uny.ac.id/en/vision-mission>.

<sup>7</sup> Ibid.

<sup>8</sup> Moreover to the Regulation of Minister of Education No. 03/2020 on National Standard for Higher Education

<sup>9</sup> 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 BoPA it is IAPA (Indonesian Association for Public Administration).

Based on its POs, BoPA developed the following PLOs:

1. PLO-1: Demonstrating religious behaviors, ethics, and human values in people's lives;
2. PLO-2: Demonstrating professional characters of good citizens;
3. PLO-3: Possessing knowledge, skills, and basic concepts in the field of public administration;
4. PLO-4: Mastering information and communication technology in the field of public administration;
5. PLO-5: Possessing public communication skills to be used with the community;
6. PLO-6: Utilising various publication media for the collaboration of public administration knowledge to be shared to the public;
7. PLO-7: Equipping students with the ability to prepare and implement Scientific Research on public administration in accordance with known scientific methods;
8. PLO-8: Providing skills to critically analyse public sector decision-making in the organizational units;
9. PLO-9: Developing student ability to implement management programmes and public policy independently according to the career level in their organisations;
10. PLO-10: Improving student ability to implement a system of evaluation of public sector programmes through the preparation of policy briefs and policy recommendations;
11. PLO-11: Implement social skills in the development of institutional capacity and community independence.

Based on these programme learning outcomes, BoPA graduates are expected to

- demonstrate professionalism, integrity, and ethics of public administration that impact the state and society;
- apply good governance in public sector organisation;
- implement ideas related to public administration that can have an impact on the society;
- analyse policies for public sector problem solving;
- 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.

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<sup>10</sup>. In its Strategy 2020-2025 UNY includes efforts to improve its internationality, which is one of the strategic goals. The Faculty of Social Sciences (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. Besides internationalisation for teaching quality, the BoPA also participates in applying international joint-research projects funded by the University or the Government.

BoPA students have gained international learning experience in the exchange programmes with Thailand's Khon Kaen University in 2018 and UiTM in 2019.

### Appraisal:

The panel acknowledges that the programme design appropriately takes into account required international aspects, with respect, too, to its graduates' employability. However, it has the view that UNY should include a stronger focus on the international orientation of the programme.

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

## 1.3 Positioning of the study programme

BoPA has competitors in both public and private universities. At the local/provincial level, BoPA stays in competition with similar study programmes, namely The Management and Public Policy Programme of Universitas Gadjah Mada (Manajemen dan Kebijakan Publik/MKP-UGM), as well as private universities, such as PSAP Universitas 'Aisyiyah Yogyakarta, PSIAN Universitas Widya Mataram, Proclamation University, STIA AAN, STISIPOL Kartika Bangsa<sup>11</sup>. BoPA's strongest competitor is MKP UGM, because it has been established since 1957 and is well-known. At the national level, BoPA competes with the similar study programmes from UI, UNPAD, UNDIP, UB,

<sup>10</sup> See SER p 11 f.

<sup>11</sup> See SER p. 14 f.

UNAIR, UNS, UNHAS. Nevertheless, the total number of applicants is increasingly higher than the number of study places.

The graduate profile of BoPA is aimed at becoming:

- public administrators, public officials, bureaucrats for local, national and international authorities;
- public policy analysts;
- researchers in the field of public administration and other related fields;
- social workers.

Based on tracer study data, BoPA alumni work in various institutions in the public and private sectors. They are employed in government organisations such as:

- 1) ministries and other public offices at national level (Indonesian House of Representatives, National Staffing Agency, Ministry of Education and Culture, Ministry of Tourism, Ministry of Agrarian Affairs and Spatial Planning, Ministry of Administrative and Bureaucratic Reform of the Republic of Indonesia, National Archives of Indonesia, Food and Drug Monitoring Agency, Indonesian Administration Institute, Indonesian Ombudsman);
- 2) regional / provincial government offices (Special Region of Yogyakarta, Sumenep, East Kalimantan, Kulon Progo, West Java, Tasikmalaya, Purworejo, etc.);
- 3) NGOs;
- 4) state and private universities (UNESA, LAN State Administration College, STISIPOL Kartika Bangsa, UIN Tulungagung, etc); and
- 5) other institutions (Social Security Agency, state-owned enterprises, municipally owned corporations).

Data show that the waiting period for BoPA graduates to employment is relatively short. At least 61 % of graduates got a job within six months, and 34 % of them waited between six and eight months. Only 5 % of the graduates had to wait for more than two months. BoPA carries out numerous programmes to maintain these results, namely:

- Maintaining good relations with graduate users to be able to always update graduate profiles to the labour market needs;
- Conducting an internship programme that requires students to do internships in graduate-user agencies. The primary purpose of this activity is to add sufficient experiences to work.

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 education in the areas of academic and professions in the field of education. UNY also offers professional, and vocational training For this reason, education programmes and scientific programmes will complement and support each other.

BoPA places itself in the field of non-educational science. BoPA strives to organise creative and innovative academic education to produce graduates who have adequate knowledge, skills, and attitudes. In addition, BoPA lecturers and students conduct studies on the field of public

administration. Those studies have impacts on national and international development as well as the wider community.

## Appraisal:

When looking at the high numbers of applicants, the panel notes that BoPA 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.

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 conducted by the university admission office with criteria that refer to the Law on Higher Education<sup>12</sup>, 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 Regulation No. 1/2019 and No. 17/2021 concerning Academic Regulations of UNY.

Admission of prospective students of the Faculty of Social Sciences, is conducted 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 aforementioned national level committee takes the admission decision.
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<sup>13</sup>. 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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<sup>12</sup> Law No. 12, 2012.

<sup>13</sup> 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. 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 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](mailto: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<sup>14</sup>, the curriculum of BoPA is designed to produce graduates with expertise as public administrators, public officials, bureaucrats for local, national and international authorities; moreover as public policy analysts, researchers in the field of public administration, and social workers.

The BoPA curriculum is developed to equip students with essential abilities and supplementary skills which are in line with the graduate profiles. Competencies and abilities are acquired through the learning process to meet the needs of the job market. In each semester, the number of course credits are ordered according to the prerequisites of lectures.

The courses are designed in stages, beginning with introductory courses in the first semester and progressing to general and specialized skills courses in subsequent semesters, for example, Introduction to Public Administration (1), State Administration Systems (2), Public Policy (3), Public Policy Analysis (4), Service Management Public (5), as well as Bureaucracy and Public Governance (6). The tiering system also indicates the amount of knowledge that must be mastered by the students so that they are able to prepare their final project/thesis with sufficient theoretical skills.

Beginning in the third semester, students may enrol in elective courses, including electives from outside the curriculum of study. The *MBKM* programme<sup>15</sup> at the University is accommodated by elective courses from outside the study programme or university.

The lecturers entirely describe content and the course learning outcomes (CLOs) of each course in the syllabi / course descriptions. The CLOs express what students should demonstrate at the end of the course. It is also linked to the programme learning outcomes (PLOs)<sup>16</sup>.

The BoPA programme has a workload of minimum 146 sks credits and a maximum of 156 sks credits and is divided into eight semesters (a four-year programme). It includes 51 compulsory courses with a compulsory internship as well as 4 (obligatory) elective courses in the 5<sup>th</sup> and 6<sup>th</sup> semester. The elective courses which are marked by a star (\*) in the curriculum overview below have to be

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<sup>14</sup> See chapter 1.3.

<sup>15</sup> See more about MBKM in chapter 3.2 below.

<sup>16</sup> See above chapter 1.1.

chosen out of 8 courses. They shall enable students to acquire additional competencies and skills according to their study programme and are oriented at the needs of the labour market. Courses without any marker are compulsory, for example, Internship. The total number of credits for semesters 1 and 2 is twenty-two. Later-on, students are permitted to enrol in a maximum of 24 credits.

## Curriculum BoPA

Example 1 <sup>st</sup> Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
<b>M1</b>	<b>Module 1 (University courses)</b>	6							
<b>M 1.1</b>	<b>Pancasila (Compulsory)</b>	2							
<b>M 1.2</b>	<b>English Language (Compulsory)</b>	2							
<b>M 1.3</b>	<b>Digital Transformation (Compulsory)</b>	2							
<b>M2</b>	<b>Module 2 (Faculty courses)</b>	4							
<b>M 2.1</b>	<b>Character Education and professional ethics (Compulsory)</b>	2							
<b>M 2.2</b>	<b>Fundamentals of Social Sciences (Compulsory)</b>	2							
<b>M3</b>	<b>Module 3 (Study Programme Courses)</b>	12							
<b>M 3.1</b>	<b>Introduction to Public Administration (Compulsory)</b>	3							
<b>M 3.2</b>	<b>Organization Theory (Compulsory)</b>	3							
<b>M 3.3</b>	<b>State Administrative Law (Compulsory)</b>	3							
<b>M 3.4</b>	<b>Public Economy (Compulsory)</b>	3							
Example 2 <sup>nd</sup> Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
<b>M1</b>	<b>Module 1 (University courses)</b>		8						
<b>M 1.4</b>	<b>Religious Education (Compulsory)</b>		2						
<b>M 1.5</b>	<b>Civic Education (Compulsory)</b>		2						
<b>M 1.6</b>	<b>Indonesian Language (Compulsory)</b>		2						
<b>M 1.7</b>	<b>Technology and Science Literacy (Compulsory)</b>		2						
<b>M2</b>	<b>Module 2 (Faculty courses)</b>		2						
<b>M 2.3</b>	<b>Statistics (Compulsory)</b>		2						
<b>M3</b>	<b>Module 3 (Study Programme Courses)</b>		12						
<b>M 3.5</b>	<b>Political Theory (Compulsory)</b>		3						
<b>M 3.6</b>	<b>Management (Compulsory)</b>		3						
<b>M 3.7</b>	<b>Organizational behavior (Compulsory)</b>		3						
<b>M 3.8</b>	<b>HR Management (Compulsory)</b>		3						
Example 3 <sup>rd</sup> Semester									
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
<b>M3</b>	<b>Module 3 (Study Programme Courses)</b>			24					
<b>M 3.9</b>	<b>Public Service Management (Compulsory)</b>			3					
<b>M 3.10</b>	<b>Policy Advocacy and Communication (Compulsory)</b>			3					
<b>M 3.11</b>	<b>Public Policy (Compulsory)</b>			3					

M 3.12	State Finance (Compulsory)			3					
M 3.13	State Administration System (Compulsory)			3					
M 3.14	Local Government (Compulsory)			3					
M 3.15	Social Research Methodology (Compulsory)			3					
M4	Modul 4 (Study Programme Elective Course)			3					
M 4.1	Courses outside Study Program in UNY**			3					
	<b>Example 4<sup>nd</sup> Semester</b>								
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
M1	Module 3 (Study Programme Courses)				23				
M 3.16	Public Sector Decision Making (Compulsory)				3				
M 3.17	Leadership (Compulsory)				3				
M 3.18	Public Administration Ethics (Compulsory)				3				
M 3.19	Digital Governance (Compulsory)				3				
M 3.20	Public Policy Analysis (Compulsory)				3				
M 3.21	Comparative Public Administration (Compulsory)				3				
M 3.22	Field Study (Compulsory)				2				
M4	Modul 4 (Study Programme Elective Course)				3				
M 4.2	Courses outside Study Program in UNY**				3				
	<b>Example 5<sup>nd</sup> Semester</b>								
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
M1	Module 1 (University courses)					2			
M 1.8	Creativity, Innovation, and Entrepreneurship (Compulsory)					2			
M3	Module 3 (Study Programme Courses)					6			
M 3.23	Development Administration (Compulsory)					3			
M 3.24	Political Economy (Compulsory)					3			
M4	Modul 4 (Study Programme Elective Course)					10			
M 4.3	Conflict Management of Public Sector (Elective)*					3			
M 4.4	Tourism Policy and Creative Economy (Elective)*								
M 4.5	Public Relations (Elective)*					3			
M 4.6	Public and Private Partnership (Elective)*								
M 4.7	Courses outside Study Program in UNY**					4			
	<b>Example 6<sup>nd</sup> Semester</b>								
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
M3	Module 3 (Study Programme Courses)						9		
M 3.25	Bureaucracy and Public Governance (Compulsory)						3		
M 3.26	Research Methodology in Administration (Compulsory)						3		
M 3.27	Corporate Governance (Compulsory)						3		
M3	Modul 4 (Study Programme Elective Course)						12		
M 4.8	Education Policy and Management (Elective)*						3		
M 4.9	Disaster, Environment, and Energy Policy (Elective)*								

M 4.10	Gender Mainstreaming (Elective)*						3		
M 4.11	Social Policy (Elective)*								
M 4.12	Courses/Projects outside Study Program and UNY*						6		
	<b>Example 7<sup>nd</sup> Semester</b>								
Modul No.	Title of Module / Course Unit	Credit Points per Semester							
		1.	2.	3.	4.	5	6	7	8
M1	Module 1 (University courses)							6	
M 1.1	Community Service (Compulsory)							6	
M4	Modul 4 (Study Programme Elective Course)							6	
M 4.13	Internship (Compulsory)							6	
...	...	...	...	...	...				
	<b>Example 8<sup>nd</sup> Semester</b>								
A	Final Thesis								8
<b>total</b>		<b>22</b>	<b>22</b>	<b>24</b>	<b>23</b>	<b>18</b>	<b>21</b>	<b>12</b>	<b>8</b>

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 courses and courses for activities outside the University (MBKM). These courses are oriented to improve and develop students' attitudes and skills.

The name of this programme is Bachelor of Public Administration which is stipulated by Decree No. 2017/D/T/2007. The graduates of this study programme receive a Bachelor of Public Administration degree. The programme name has been adapted to the scientific development of public administration, government policies, policies of professional associations (International Association of Public Administration), recommendations from stakeholders as partners, and analysis of employment needs. BoPA graduates reflect the competence as a Bachelor of Public Administration with academic and non-academic competencies in accordance with the formation of the character profile of graduates. In addition, they also master reliable skills and attitudes to participate in the Industry 4.0.

The curriculum has been designed in such a way that theory and practice are systematically interrelated and complement each other in order to develop the students' qualification profile.

The study programme has implemented a problem-based learning and project-based learning approaches. This situation allows students to gain learning experience from theory and practise through both assignments and first-hand experiences, for example in the government public services.

Courses that facilitate the integration of theory and practise are, for example, Social Impact Analysis, Seminar on Capita-Selecta, Public Sector Conflict Management, Tourism Policy and Creative Economy, Education Policy and Management, Energy Policy, Environment and Disasters, Public and Private Partnerships.

In addition to presentations and discussions in class, evaluation methods in teaching are also carried out with project assignments and case studies to allow students to apply theoretical concepts to solve real public administration problems.

As far as the training of interdisciplinary thinking 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 in Independent Campus- freedom to Learn (MBKM programme) according to their interests. Other courses include inter alia English, Digital Transformation, Creativity, Innovation and Entrepreneurship, Statistics (offered in the Faculty of Social Science). Students also apply interdisciplinary thinking when completing their thesis.

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<sup>17</sup>, 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 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, Public Administration Ethics and Religious 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, and Field Teaching Practice Handbook.

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

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<sup>17</sup> No. 5/2015 concerning the Code of Ethics for Educational Personnel and Handling of Violations.

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. The integration of the development of scientific methods and practices in the BoPA programme can be shown in the methodology development courses: (1) Social Research Methodology, (2) Research methodology in Administration.

The examinations per semester consist of a combination of mid-term exam, final-semester 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; (b) not being in a state of undergoing academic sanctions imposed by the Dean and or Rector.

For the final study examination UNY works based on a Final Assignment Guideline (No. 9/2016). For Bachelor students the final assignment can either have the form of a scientific paper that reflects their ability to carry out scientific thinking processes and patterns through research activities. The thesis examination is regulated in the Thesis Writing Guidelines. It is carried out 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.

## 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 BoPA programme aims to train students to become competent in the field of public administration and to be able to think critically and to solve problems on public issues, based on piety, independence, and intelligence. The panel welcomes that the course contents consistently reflect this strategic orientation of the study programme. The courses clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

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 the industry 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 or the non-thesis projects 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 (4 years)
Number of Credit Points (CP)	146 - 160 sks credits = 232 - 257 ECTS credits
Workload per CP	1 sks = 39.7 h ; 1 ECTS credit= 25 h
Number of courses	55 courses (compulsory and 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	2,100

As already mentioned above<sup>18</sup>, the BoPA programme comprises four study years with eight semesters and a workload of about 150 sks credits. 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 BoPA. 146 sks credits correspond to about 232 ECTS credits. Out of 63 courses that are offered in the curriculum, students have to take 51 compulsory and 4 elective courses.

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 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 60 minutes of structured assignments. Therefore: 1 sks credit = 170 mins X 14 weeks = 2380 minutes (39.7 hours per semester).

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 in order 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. 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) up to the maximum of 160 sks credits (256 ECTS). Thus, there is room for elective courses that students can choose in addition to the minimum.

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

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<sup>18</sup> See chapter 3.1.

as elective courses (modules 4) and practices (modules 5)<sup>19</sup>. 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, syllabi are mentioning as information “blended learning”. The syllabi are collected in “Handbooks of Bachelor of Public Administration”.

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 Scale 100	Conversion	
	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

In 2020 / 2021 the Ministry of Education and Culture (Mendikbud) published new ministerial decrees<sup>20</sup>, 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

<sup>19</sup> See also chapter 3.1.

<sup>20</sup> Mendikbud Decrees, 2020 No. 3 – 7.

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 16 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.

Based on the MBKM requirements UNY students can opt these possibilities: e.g., for studying abroad or inter alia for an internship. A regular internship has not been included in the curriculum as a compulsory element. But for the semesters 3, 4, 5 and 6 the BoPA curriculum comprises courses "outside of the study programme" with a workload of overall 16 sks credits. During the years 2020/2021 350 students of BoPA used the MBKM opportunities.

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<sup>21</sup>.

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 adequate facilities and infrastructure, such as ramps, and lifts. In lectures, every student gets equal learning opportunities, including participating in discussions and presentations. Learning assessment is carried out objectively, based on the standards set by University. However, binding regulations for students with disabilities and students in special circumstances about formal requirements on affirmative

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<sup>21</sup> See above in this chapter.

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, many of them are not sufficiently precise. E.g. several syllabi describe the mode of delivery as “Blended Learning” although this does not happen based on a respective didactic concept<sup>22</sup>. 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 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.

The panel members share the opinion that BoPA 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.

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

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<sup>22</sup> See below chapter 3.3 below.

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 feasibility of 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.

		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<sup>23</sup>. 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 65 % self-study and 35 % hours in class or external projects<sup>24</sup>. 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

<sup>23</sup> See e.g. SER p.14.

<sup>24</sup> These numbers are based on the curriculum of BoPA.

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.

In BoPA, a course on Local Government is offered with asynchronous learning. Students get access to the materials through UNY's online Learning Management System (LMS), called BeSmart<sup>25</sup>, without meeting with lecturers and instead working collaboratively with other colleagues. Students are directed to analyse and deliberate cases from their different perspectives.

During the online conference the panel got diverse answers to the question whether UNY would continue using online teaching in the future. 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 BoPA 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. The materials are oriented at students' learning outcomes by identifying the selected qualification level.

The study programme invites guest lecturers to improve the quality of internal lectures. The national and international guest lecturers conduct various activities such as workshops, book discussions, and public lectures. BoPA includes visiting lecturers from the School of Public Policy and Management in the Korean Development Institute; from Universiti Teknologi Mara (UiTM) in Malaysia; from University of Malaya and the University Utara Malaysia (both Malaysia), as well as visiting lecturer-practitioners from Central and Regional Governments in Indonesia.

BoPA strives to support the learning process and implementing collaborative strategies that do not only 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 which is carried out for example in the Regional Government course.

## Appraisal:

The panel welcomes that the BoPA 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.

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<sup>25</sup> <http://BeSmart.uny.ac.id/v2/>

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 two thirds of the overall workload the panel has the opinion 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<sup>26</sup>, BoPA offers courses with international content and intercultural aspects, such as Political Economy Theories, Introduction to Public Administration, Public Service Management, International Organisation and Administration, Comparative Public Administration, and Gender Mainstreaming. The study programme also participates in applying international joint-research projects funded by the University or the government. 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 trained in cooperation with external institutions, universities and companies.

<sup>26</sup> See chapter 1.2.



The study programme invites visiting professors, which aims to support its internationalisation. BoPA has a cooperation with the University Utara Malaysia, Universitas Teknologi Mara Malaysia and the KDI School of Public Policy and Management in Indonesia.

In addition, BoPA 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.

As shown in the statistics above<sup>27</sup>, during the last years BoPA included a low percentage of foreign students.

BoPA does not include faculty members from abroad. But two lecturers graduated from Australian and Dutch universities. Also, lecturers are active at foreign universities as visiting lecturers. Others are working on collaborative research projects with universities 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<sup>28</sup>). 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 10 years as references.

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

## 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.

Although there are very few students from abroad studying BoPA, in the eyes of the panel members the international composition of the student body does not correspond to the programme concept.

The faculty includes teachers with international academic and professional experience which promotes the students' acquisition of international competences and skills. The measures taken are purposeful.

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 BoPA as a subject with also international orientation does not offer a sufficient quantity of courses

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<sup>27</sup> See chapter Information.

<sup>28</sup> See SER p. 54.

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.

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. This curriculum is also expected to improve the learning experience and competence of students in developing science and facing the world of work. 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 practical experience for the labour 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<sup>29</sup>. For each study programme a minimum of five lecturers with academic qualifications of master, applied master or doctorate is required. In BoPA, the lecturers' fields of expertise are in accordance with the main subjects of the study programme: State Administration Reform and Governance, Public Policy and Public Management<sup>30</sup>.

The provisions for academic positions of academic lecturers include professors, associate professors, assistant professors, and lecturers. The number of teaching staff differs between study programmes but is still within the normal ratio of lecturers to students of 1:60 as allowed by the ministry of education. The current data of the lecturers for BoPA are as follows:

#### Study Programme Faculty Members

Title	Number of Faculty Members	Percentage
Professor	0	-
Associate Professor	2	18.2 %
Assistant Professor (Lektor)	5	45.4 %
Assistant Professor (Ahli)	3	27.3 %
Teaching Staff	1	9.1 %
<b>Sub-total</b>	<b>11</b>	<b>100.0 %</b>

In the academic year 2020 / 2021 BoPA had overall 529 students<sup>31</sup>, facing 11 lecturers. This means a ratio 1 lecturer to about 48 students.

Nine lecturers work full-time. According to UNY<sup>32</sup>, this study programme is not having any full professor yet. But the teaching activities include professors who come from other programmes within the university, lecturing on e.g. Policy Communication and Advocation subject.

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

<sup>29</sup> 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.

<sup>30</sup> See SER p. 58.

<sup>31</sup> See SER p. 4.

<sup>32</sup> Mentioned in additional information.

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 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<sup>33</sup>. 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 conducted by the University based on relevant regulations. In BoPA, two lecturers made their doctorate and five their Master degree; four 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 BoPA, few lecturers have practical business experience, mainly as consultants and experts for their specific subject.

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.

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<sup>33</sup> SEE SER p. 59.

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<sup>34</sup>. 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 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. The courses taken should conform to the number of credits required in UNY's Academic Rules. The academic advisor is in charge of monitoring students' academic progress as well as keeping students' academic records.

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 / 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 carried out 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.

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<sup>34</sup> (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.

## Appraisal:

Although the panel notes that the ration lecturer/ students is much lower than in some other study programmes of the same Faculty, it is convinced that even when their teaching assignments in other study programmes, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the around 530 BoPA 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. However, the panel recommends UNY including at least one full professor into the lecturer team, preferably on management and public ownership.

A list of faculty members teaching BoPA that the panel members received shows that all 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 practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the 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. Furthermore, the study programme coordinator ensures that the number of active academic staff and students' workloads meet the quality standards. 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 of FIS oversee 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 carried out 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 is in charge of supervising 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 make possible the registration information services, and information about graduation. Moreover, lecturer support is carried out by 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 Komunikas*" (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, that 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), all in Malaysia. This cooperation includes BoPA that also has domestic cooperation with Universitas Negeri Surabaya, Universitas Gadjah Mada, Universitas Soedirman, and Universitas Negeri Padang.

BoPA cooperates with business enterprises and public organisations such as the Regional Development Planning Agency of Kulon Progo/Badan Perencanaan Pembangunan Daerah Kabupaten Kulon Progo as well as the Centre for Research and Development of Social Welfare Services/ Balai Besar Pengembangan Penelitian dan Pelayanan Kesejahteraan Sosial (B2P3KS) of the Ministry of Social Affairs of the Republic of Indonesia. The cooperation is evidenced by cooperation agreements and the hiring of alumni in the companies. The 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.

## 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<sup>35</sup>, 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 classrooms located on the 1st floor.

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.

BoPA offers a Public Policy Laboratory and a Governance Laboratory to enhance students' abilities in policy analysis and administration of public entities. Inside is a room with sufficient interactive monitors to facilitate student discussion activities. In addition to hosting discussions, BoPA frequently uses this room to discuss research projects with its partners. There is an additional room with computers that students can use to support a variety of learning activities.

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, the 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<sup>36</sup> 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,

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<sup>35</sup> See SER p. 71 ff.

<sup>36</sup> An access and authentication software allowing remote access to e-journals, e-books and databases.

Springerlink, EBSCO. This library page is also connected to other sources such as Perpunas (national library) E-resource.

## 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 BoPA. 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. However, counselling has not been fully implemented because students often do not actively participate in activities designed by study programmes to complement their study plans and careers. Responding to the problem, coordination between academic supervisors has been carried out through regular meetings discussing career counselling services for students, especially in the final semester.

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 carried out 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.

The evaluation of the learning process is carried out 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.

One of the evaluations carried out in the BoPA is on human resources based on regulations concerning the performance appraisal of civil servants. So far, in evaluating lecturers and employees, Universitas Negeri Yogyakarta uses the Employee Performance Target Information System/Sistem Informasi Sasaran Kinerja Pegawai (SKP), which functions to monitor work results.

This system will automatically assess the targets and realisations made by lecturers and employees.

Study programme evaluation by lecturers is conducted in such a way that the implementation of teaching and learning, organisation, as well as goals to be achieved are evaluated. The study programme evaluation by lecturers has been carried out periodically. The University coordinates the evaluation through a system made with a survey model and a work achievement form. Curriculum evaluation in BoPA is conducted under the 2019 Universitas Negeri Yogyakarta Curriculum Evaluation Guide. The guide contains curriculum evaluation and standard operational guidelines for curriculum evaluation. After the curriculum evaluation process is carried out, it is expected to be a guide in the curriculum development at Universitas Negeri Yogyakarta.

Moreover, external evaluation by alumni, entrepreneurs, and third parties is conducted through a survey. Every four years, BoPA conducts a tracer study aimed at obtaining data regarding alumni's occupations. The main data obtained include: a) waiting period of the graduates to get their first job; b) suitability of work with the study programme; and c) career development and further study. Through the study programme's independent tracer page, several inputs were obtained from the alumni, including suggestions to improve lectures using English, to support English skills in the work field, and to increase internships. There were also some proposed new courses which the alumni thought necessary, such as data management, creative writing, online media, social media analyst, digital PR. Employers evaluate the performance of graduates in the work field. Whether graduates of BoPA are able to work professionally will be seen from the employer's evaluations.

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.

BoPA's website facilitates links to various other websites containing documentation and inventory, which contains information on the University's facilities and infrastructure, as well as information related to lecturers and their works. Moreover, the information system contains documents owned by BoPA and is integrated with the University's information system. These documents require regular updates in terms of data and compliance with the latest standards so that the consistency of document updates will continue to be pursued.

## 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 Public Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
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.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of 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		
<b>5</b>	<b>Quality assurance and documentation</b>					
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		