Decision of the FIBAA Accreditation and Certification Committee

9th Meeting on March 22, 2023

PROGRAMME ACCREDITATION

Project Number:	21/032
Higher Education Institution:	Universitas Multimedia Nusantara, Indonesia
Location:	Tangerang, Indonesia
Study Programme:	1. Bachelor of Accounting (Bachelor of Accounting - Sarjana Akuntansi (S.Ak.))
	2. Bachelor of Management (Bachelor of Managment - Sarjana Manajemen (S.M.))
	3. Master in Technology Management (Master in Management - Magister Manajemen (M.M.))
Type of Accreditation:	initial accreditation

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

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

Period of Accreditation: March 22, 2023 until March 21, 2028.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Universitas Multimedia Nusantara, Indonesia

Bachelor/Master programme:

1. Bachelor of Accounting
2. Bachelor of Management
3. Master in Technology Management

Qualification awarded on completion:

1. Bachelor of Accounting - Sarjana Akuntansi (S.Ak.)
2. Bachelor of Management - Sarjana Manajemen (S.M.)
3. Master in Management - Magister Manajemen (M.M.)

General information on the study programmes

Brief description of the study programmes:

The **Bachelor of Accounting** (BoA) combines basic accounting knowledge, general knowledge of business and economics (including management and finance), an understanding of good character and professional ethics, and business law, as well as ICT, language, research, and entrepreneurial skills.

The **Bachelor of Management** (BoM) provides general knowledge of management and specific parts of the management field – particularly marketing, finance, human capital, operation, and entrepreneurship.

The **Master in Technology Management** (MMT) responds to current market needs of people with managerial roles who need to have the necessary competencies to make organisational changes towards competitiveness. Accordingly, the MMT is positioned as a graduate programme aimed to equip and enhance organisational decision-makers and influencers with technological management know-how.

Type of study programme:
BoA, BoM: Bachelor programme
MMT: Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
Bachelor of Accounting: 4 years with 256.3 ECTS credits (147 SKS credits)
Bachelor of Management: 4 years with 252.8 ECTS credits (145 SKS credits)
Master in Technology Management: 1.5 years with 63.9 ECTS credits (36.7 SKS credits)

Mode of study:
For all programmes: full-time

Didactic approach:
For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:
Optional in the Bachelor of Management programme for the Logistic Concentration, cooperation with INHA University (South Korea)

Scope (planned number of parallel classes) and enrolment capacity:
Bachelor of Accounting: 3 classes (120 Students)
Bachelor of Management: 8 classes (320 Students)
Master in Technology Management: 2 classes (60 Students)

Programme cycle starts in:
Bachelor programmes: Odd semester
Master programmes: Odd and even semester[1]

Initial start of the programme:
Bachelor of Accounting: 2007
Bachelor of Management: 2007
Master in Technology Management: 2019

Type of accreditation:
For all programmes: initial accreditation

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[1] Odd semesters start in July and end in December, even semesters start in January and end in June.

Procedure

A contract for the initial accreditation of the Bachelor of Accounting, Bachelor of Management, and Master in Technology Management was made between FIBAA and Universitas Multimedia Nusantara (UMN) on April 16, 2021. On June 16, 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[2]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Irina Duscher
European Distance University Hamburg, Germany
Professor of Business Administration, esp.Controlling & Finance

Prof. Suryo Budi Santoso
Universitas Muhammadiyah Purwokerto, Indonesia, Economic and Business Faculty
Country Expertise / Associate Professor, Head of the Master of Management Program

Dr. Manfred Schmidt
Sikos GmbH, Sankt Ingbert, Germany
Business/Industry representative / Chairman of the supervisory board

Marcel Schneider
Berlin School of Economics and Law, Germany
Student International Business Management (B.A.)

Univ.-Prof. Dr. habil Herwig Winkler
Brandenburg Technical University Cottbus, Senftenberg, Germany
Professor and Chair for Production Management and Course Director

FIBAA project manager:
Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on the 8th, 9th and 10th of November 2022 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on the 16th of February 2023. The statement on the report was given up on 24th of February 2023. It has been taken into account in the report at hand.

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[2] The panel is presented in alphabetical order.

Summary

The Technology Management (M.M.), Accounting (S.Ak.) and Management (S.M.) programmes offered by UMN fulfil the FIBAA quality requirements for bachelor and master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 22, 2023 and finishing on March 21, 2028. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where the programmes could be further developed:
The panel recommends
- to include more explorative feedback on students' assessments (see chapter 3.1);
- to improve the variety of examination forms (see chapter 3.1);
- to introduce (financial) supporting measures in the **Bachelor of Accounting** and **Bachelor of Management** programme to decrease student drop-out (see chapter 3.2);
- to improve on the international composition of their student body, for example by further promoting the study programmes on the Asian market (chapter 3.4);
- to review and align the course learning outcomes of the language courses with those of internationally standardised tests like TOEFL, or TOIC (see chapter 3.4);
- to conduct more research on an international level (see chapter 4.1);
- to extend supporting services to the faculty (see chapter 4.2);
- to extend the library opening hours (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 many criteria in which the programmes exceed the quality requirements:
- Positioning of the study programme on the job market for graduates („Employability") (see chapter 1.3);
- Admission requirements (see chapter 2);
- Selection procedure (see chapter 2);
- Integration of theory and practice (see chapter 3.1);
- Ethical aspects (see chapter 3.1);
- Methods and scientific practice (see chapter 3.1);
- Logic and plausibility of the didactical concept (see chapter 3.3);
- Guest lecturers (see chapter 3.3);
- Lecturing tutors (see chapter 3.3);
- International contents and intercultural aspects (3.4);
- Foreign language contents (see chapter 3.4);
- Skills for employment / Employability (3.6);
- Practical business experience of faculty (see chapter 4.1);
- Student support by the faculty (see chapter 4.1);
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3);

- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4);
- Career counselling and placement service (see chapter 4.5);

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

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Information on the Institution

Universitas Multimedia Nusantara (UMN) is a private University located in Gading Serpong, Tangerang, Indonesia, and was founded by the Kompas Gramedia Group, a leading Indonesian media company. UMN began its operations in 2007 and currently has over 9,000 active students and more than 10,000 alumni. Its vision is to become an outstanding University in the field of Information Communication Technology (ICT) at both national and international levels, as well as to produce internationally minded and highly competent graduates equipped with an entrepreneurial spirit and a well-rounded character. UMN's mission is to educate people and advance the nation's welfare through excellent higher education. To achieve this aim, it has implemented the three pillars of higher education for excellence in teaching and learning, conducted innovative research, and has routinely participated in community outreach programmes.

UMN has four faculties with fourteen regular undergraduate programmes, one online undergraduate programme, two postgraduate programmes and one diploma programme. The University was ranked Grade A – the highest institutional level – by the National Accreditation Agency for Higher Education, and 7th in the Jakarta area by the Ministry of Education, Culture, Research, and Technology (MECRT).

The UMN established its long-term Master Development Plan 2011–2030, comprised of four distinct phases:

- 2011–2016: Excellent teaching
- 2016–2021: Excellent teaching with strong industry collaboration
- 2021–2026: Excellent teaching with strong research
- 2026–2030: World-class university
- 2030 onwards: Sustainable growth

The institution now entered stage three of its strategic plan and developed its study programmes according this plan as described in the following.

Further development of the programme, statistical data[3] and evaluation results

Bachelor of Accounting (BoA)

The impact of the Industrial Revolution 4.0 and the Internet of Things (IoT) has rendered certain conventional accounting practices obsolete, and has replaced them with modern, ICT-based practices. Accordingly, the BoA's curriculum has been updated to include elements of ICT with as

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[3] The drop out rate refers to students who failed their study because they do not pass with the minimum grades or exceed the maximum study period. The resign rate refers to students who drop out by their own intention/initiative, such as: move to another country, passed away, or other personal reasons.

much as 15 % of its core courses. Moreover, an Accounting Information System Concentration course is offered for enriching students' knowledge base. Furthermore, the Accounting Information System Concentration course can be specialised into Information System and Data Analytics or Visualisation, the Taxation Concentration into Digital and IT-Based Taxation, and the Auditing Concentration into Information System and Forensic or Investigative Audit.

The statistical data for the BoA are as follows:

		1. Cohort 2012/2013	2. Cohort 2013/2014	3. Cohort 2014/2015	4. Cohort 2015/2016	5. Cohort 2016/2017	6. Cohort 2017/2018
# Study Places offered by HEI		120	120	120	120	120	120
# Applicants	Σ	279	285	308	307	353	478
	f	180	186	231	238	241	347
	m	99	99	77	69	112	131
Application		232,50%	237,50%	256,67%	255,83%	294,17%	398,33%
# First-Year Students *(accepted applicants)*	Σ	97	100	116	102	92	104
	f	61	68	88	76	57	66
	m	36	32	28	26	35	38
Rate of female students		0,63	0,68	0,76	0,75	0,62	0,63
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		80,83%	83,33%	96,67%	85,00%	76,67%	86,67%
# Graduates	Σ	77	70	65	66	53	35
	f	51	50	54	53	37	26
	m	26	20	11	13	16	9
Success rate *(students who finished their studies)*		79,38%	70,00%	56,03%	64,71%	57,61%	33,65%
Dropout rate *(students who dropped their studies)*		14,43%	23,00%	21,55%	16,67%	14,13%	11,54%
Resign rate		6,19%	7,00%	18,97%	13,73%	10,87%	12,50%
Active Students *(in the current*		0,00%	0,00%	3,45%	4,90%	17,39%	42,31%
Average duration of study		4,01	4,19	4,31	4,59	4,20	3,91
Average grade of final degree		3,35	3,40	3,33	3,32	3,45	3,53

Table 1: Statistical data for the BoA programme

Bachelor of Management (BoM)

The improvements for the **BoM** include the strengthening of faculty members' qualifications in terms of academic ladder, research productivity, community outreach productivity, research involving students, community outreach involving students, and faculty member evaluation results.

In terms of curriculum improvements, the following changes were implemented:

- Merging related courses into one and place a greater emphasis on course outcomes. For instance: "EM 102 Fundamentals of Management" and "EM 101 Fundamentals of Business" were merged into one single course: "EM 922 Fundamentals of Business and Management".

- Creating new courses in 2020, such as "EM 917 Digital Project Management" and "EM 921 Human Resource Information System". The two courses accommodate the newest requirements of the industry.

- Updating the content and study cases in the syllabus for each semester.

- Diversifying the final project into two streams in 2021: Thesis and Final Project/Business Plan.

- Working closely with *SkyStar* Ventures to accelerate entrepreneurial initiatives.

- Converting course assignments into both competition materials and final projects in 2020.

- Initiating English classes in 2020 for selected classes and courses to create a more international environment.

These improvements have been reviewed by various stakeholders including professional associations, industry practitioners, alumni, expertise associations, parents, and lecturers. The statistical data for the BoM are as follows:

		1. Cohort 2012/2013	2. Cohort 2013/2014	3. Cohort 2014/2015	4. Cohort 2015/2016	5. Cohort 2016/2017	6. Cohort 2017/2018
# Study Places offered by HEI		120	160	200	200	200	200
# Applicants	Σ	294	401	452	591	622	754
	f	144	198	222	321	331	437
	m	150	203	230	270	291	317
Application		245,00%	250,63%	226,00%	295,50%	311,00%	377,00%
# First-Year Students (accepted applicants)	Σ	118	137	178	201	167	162
	f	57	54	76	101	74	67
	m	61	83	102	100	93	95
Rate of female students		48,31%	39,42%	42,70%	50,25%	44,31%	41,36%
# Foreign Students	Σ	0	0	0	0	2	0
	f					2	
	m						
Rate of foreign students		0	0	0	0	0,01	0
Percentage of occupied study places		98,33%	85,63%	89,00%	100,50%	83,50%	81,00%
# Graduates	Σ	82	94	119	135	108	76
	f	45	37	56	77	55	46
	m	37	57	63	58	53	30
Success rate (students who finished their studies)		69,49%	68,61%	66,85%	67,16%	64,67%	46,91%
Dropout rate (students who dropped their studies)		23,73%	26,28%	25,28%	20,40%	13,17%	18,52%
Resign rate		6,78%	5,11%	7,30%	5,97%	5,39%	9,26%
Active Students (in the current				0,57%	6,47%	16,77%	25,31%
Average duration of study		4,45	4,44	4,43	4,16	4,03	3,82
Average grade of final degree		3,16	3,18	3,26	3,27	3,38	3,54

Table 2: Statistical data for the BoM programme

Master of Technology Management (MMT)

Regarding the **MMT** various stakeholder feedback has been taken into consideration for further development:

- According to industry stakeholders feedback, the MMT's graduate profiles have been developed to include more systematic thinking skills, to integrate business and technological know-how by offering various industry certifications and integrating simulations to acquire necessary business competencies.

- Various measures have been implemented to boost the application rate and attract new students for the programme, such as webinars, roadshows, new class categories, marketing initiatives, industry exposure, and engagement.

- To capture the international market, several strategies have been developed. These include opening classes taught in English and exploring new programmes in collaboration with international university partners.

- The study programme has also developed various measures to guarantee student study continuity, such as financial support, deferred tuition payment, and educational support.

The statistical data for the MMT are as follows:

		1st Batch (odd 2019)	2nd Batch (even 2019)	3rd Batch (odd 2020)	4th Batch (even 2020)	5th Batch (odd 2021)	6th Batch (even 2021)
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places offered by HEI		30	60	30	30	60	30
# Applicants	Σ	29	45	23	20	71	29
	f	12	21	7	13	21	10
	m	17	24	16	7	50	19
Application rate		96,67%	75,00%	76,67%	66,67%	118,33%	96,67%
# First-Year Students *(accepted applicants)*	Σ	26	34	18	20	42	20
	f	11	16	6	13	13	6
	m	15	18	12	7	29	14
Rate of female students		42,31%	47,06%	33,33%	65,00%	30,95%	0,30
# Foreign Students	Σ	0	0	0	0	0	0
	f						
	m						
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study places		86,67%	56,67%	60,00%	66,67%	70,00%	66,67%
# Graduates	Σ	24	25	13	0	0	0
	f	11	13	4			
	m	13	12	9			
Success rate *(students who finished their studies)*		92,31%	73,53%	72,22%	0,00%	0,00%	0,00%
Dropout rate *(students who dropped their studies)*		3,85%	0,00%	0,00%	0,00%	0,00%	
Resign rate		0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Active Students *(in the current year of study)*		3,85%	26,47%	27,78%	100,00%	100,00%	100,00%
Average duration of study (in years)		1,52	1,55	1,50	0	0	0
Average grade of final degree		3,80	3,78	3,87	0	0	0

Table 3: Statistical data for the MMT programme

Appraisal

Financial support measures for **Master of Technology Management** students seem to provide sufficient support and keep the drop-out and resign rates at zero. In comparison, the accumulated drop-out plus resign rates in the Bachelor programmes seem quite high (**Bachelor of Accounting** 12 % drop-out + 12,5 % resigning = 24,5 %; **Bachelor of Management** 18,5 % drop-out + 9 % resigning = 27,5 %). The panel considers that the programmes set very high requirements for their students (according to the study regulations some subjects require a mark not lower than "B"). Moreover, the statistical data show that on average there are four times more applicants than study places available, but still, first year student numbers show that not all study places are filled. This

underlines the thorough selection process during admission. [4] The panel encourages the programme managers to think about additional measures to support the students that have passed this rigorous selection procedure to make sure that selected students succeed in the programmes and finish their studies.

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[4] see admission criteria chapter 2

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme

The UMN has systematically designed its study programmes to achieve its long-term goal of becoming a globally competitive University. Therefore, study programmes must, first of all, meet national and international standards. Secondly, the programmes' objectives have been benchmarked against the most competitive similar programmes in the country. The objectives of the study programmes must comply with the University's strategy. Objectives and curriculum design are based on the guidelines and standards by the Professional and Educational Association, the Indonesian Qualification Framework (IQF), and the National and International Accreditation Board. Meanwhile, the curricula have been developed with reference to Outcome Based Education (OBE). The process of designing the objectives of the study programme can be summarised as follows:
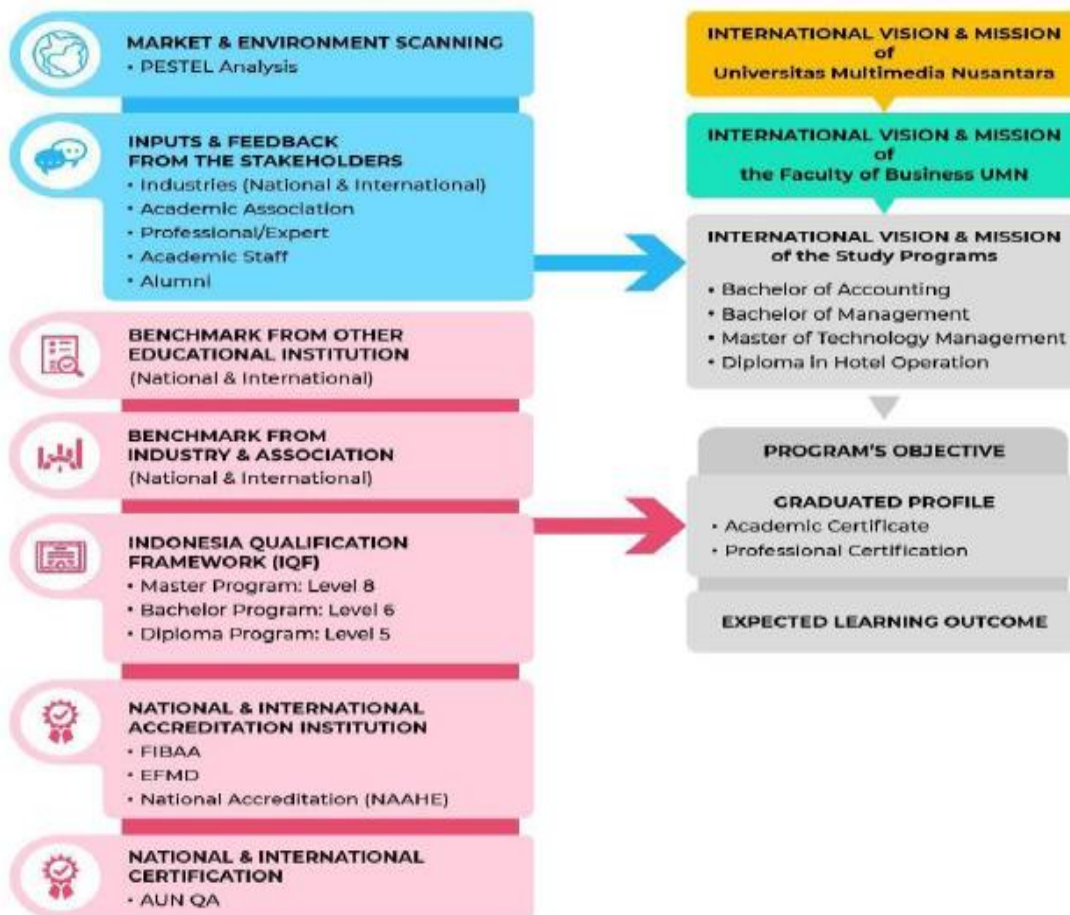

Figure 1: Process Design of Study Programme's Objectives

Bachelor of Accounting (BoA)

The BoA's Expected Learning Outcomes (ELO) are as follows (see pp. 4 ff. SER):

- ELO-1: To become a patriotic citizen; to behave morally through religious or ethical practices; to respect diversity; to be able to apply academic, professional, and legal ethics in one's field of expertise; to internalise the spirit of independence, prudence, industriousness, entrepreneurship, and good governance, all of which can contribute to the quality of life of the nation and state based on Pancasila.

- ELO-2: To be able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology. This ought to pay particular attention to human values, and demonstrate independent, quality, and measurable performance. To be able to combine technical competence and professional expertise to complete work assignments in order to produce solutions, ideas, designs, and team or individual criticisms.

- ELO-3: Have the necessary data and information literacy to support problem solving and decision-making, as well as to express information in the form of ideas, oral, and written reports.

- ELO-4: Prepare general purpose financial statements of separate and/or consolidated entities by independently applying accounting principles for transactions in accordance with the applicable financial reporting standards in Indonesia.

- ELO-5: Prepare management reports, including those on production costs, planning and budgeting, and relevant and reliable performance measurement in supporting decision-making and management control through applying cost accounting and management accounting techniques.

- ELO-6: Prepare audit working papers by collecting and summarising audit evidence independently or contributing to a team's evaluation of audit evidence on financial statements of commercial entities in accordance with auditing standards and statutory regulations.

- ELO-7: Perform internal control and risk analysis, and provide recommendations for improving internal control functions in an ICT-based environment.

- ELO-8: Preparing tax reports for both individual and corporate taxpayers by calculating and reconciling taxation according to Indonesian taxation laws using tax reporting information systems.

- ELO-9: To be able to analyse financial statements as a basis of investment and funding reports, such as reports on cash and working capital requirements, pro forma financial reports, and capital budgeting reports. These are highly relevant for making financial and investment decisions by applying the relevant management techniques, and the independent knowledge of money markets and capital markets.

Graduates of the BoA programme will be professional accountants who:

- are able to apply reasoning, critical analysis, innovative thinking, professional judgment, and scepticism (including the identification and evaluation of alternatives) in order to

reach well-reasoned conclusions based on all relevant facts and circumstances for unstructured, multi-faceted problems;

- have the ability to evaluate information from a variety of sources and perspectives through research, analysis, and integration;

- can demonstrate a commitment to lifelong learning, continuously improving on their skills and knowledge; and are open to new opportunities.

In the digital era, accountants need to understand, and be competent in ICT. The UMN's BoA programme prepares students to become professional accountants skilled in applying ICT for reaching optimal accounting solutions. The BoA programme has been designed to fulfil the entry level requirement of the International Education Standards (IES) 1 for Professional Accountants, thus enabling them to practice accountancy at both national and international level. The prospective careers for BoA graduates include accountants in all industry sectors, external and internal auditors, tax accountants, government tax officers and auditors, system analysts, software implementers, and information system auditors.

Following the development of International Financial Reporting Standards with an interactive and collaborative learning process supported by ICT learning, accounting students are thus equipped with comprehensive knowledge. Activities during the learning process include the use of accounting laboratories and tax centres, public lectures, seminars, and executive sharing programmes designed to heighten students' critical thinking and analytical skills, and bolster their adherence to the profession's code of ethics.

Compulsory internship programmes have also been developed to enrich the students with practical experiences and prepare their entry into well-known public accounting firms, tax consultancies, and any other of the various related industries.

Bachelor of Management (BoM)

The graduates' Expected Learning Outcomes (ELO) were formulated together with industrial representatives, alumni, expertise groups, and regulatory associations.

The BoM's objective is to produce graduates with the knowledge, skills, and ability to:

- ELO-A: evaluate the implementation of management functions in ICT-based business organisations.

- ELO-B: develop entrepreneurial enthusiasm and skills, in line with social concern for the environment.

- ELO-C: prioritise solid and ethical leadership and teamwork.

- ELO-D: develop verbal and written communication skills in English (e.g., public speaking and business plan writing).

- ELO-E: validate marketing strategies and programmes that are superior in a business organisational environment.

- ELO-F: direct financial decisions, such as investment decisions and dividend distribution aimed at improving the welfare of stakeholders.

- ELO-G: evaluate HR management decisions, such as job analysis, recruitment, training and development, and industrial relations.

- ELO-H: arrange a supply chain decision related to products and services, as well as business processes in logistics and distribution.

- ELO-I: compare and decide on the best business plans characterised by needs fulfilment and best industry solutions.

- ELO-J: expand their creativity in collaborative and innovative business environments.

The BoM qualification objectives aim to create:

- professionals with strong analytical thinking skills and broad insight by implementing the basic science of modern management based on ICT.

- upright and principle members of society and the professional community.

- individuals with sharp and objective analytical skills, and with a strong sense of entrepreneurship.

- individuals with a collaborative and adaptive spirit in the management scientific developments, including the latest industrial developments, both national and international, that require specific expertise.

- creative professionals eager to upscale their skills and knowledge, and become life-long learners.

After graduation, students can fully prepare for their futures by acquiring various types of certification schemes, such as Registered Security Analyst (RSA), Human Resource Supervisor (HRS), Entrepreneurship Development, Warehouse Supervisor (WMS), and Brand Operation for Marketing.

Master in Technology Management (MMT)

The MMT was established in response to the *National Digital Strategic Direction* to increase the nation's competitiveness through digital transformation by empowering business people. The objectives, along with the curriculum itself, are periodically developed and reviewed to ensure that graduates are capable of:

- ELO-A: solving business problems using interdisciplinary approaches of management studies.

- ELO-B: planning, evaluating, and developing technology capabilities to achieve strategic, tactical, and operational corporate business objectives.

- ELO-C: working as a team, leading and exchanging views or ideas to achieve the desired results through effective communication, negotiation, and conflict management.

- ELO-D: understanding the social and ethical dynamics at both global and regional levels so as to ensure the sustainability of a business and technology initiative.

- ELO-E: applying the concept of entrepreneurship by capitalising upon strategic opportunities and successful innovation.

The MMT programme is expected to produce the following qualification profile:

- Individuals with the strategic, technical, leadership, and communication skills necessary for enacting digital innovation.

- Individuals able to develop, plan, assess, and apply technological capabilities to attain organisational strategic and planning advantages by creating value to develop competitiveness.

- Entrepreneurially minded individuals to engineer and develop the use of technology in business.

Appraisal:

The qualification objectives of the programmes are presented in a clear manner. Each programme aims for distinctive features in their graduates according to their respective professional profiles. Aims and objectives are in line with the University's strategy and based on feedback from the professional field. They correspond to the academic level after graduation (Bachelor and Master) and comprise specific traits of an ethically, socially responsible graduate who is well versed in the world of ICT's and the industry 4.0. The programmes' objectives also include communication, leadership, analytical and critical thinking skills. The requirements of the national qualification framework are taken into account.

	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

<u>For All Programmes</u>

As part of its internationalisation strategy, UMN has pursued international accreditation, fostering global collaboration with foreign universities and institutions, and actively participating in the international university network. Since 2021, UMN is a member of EQUIS EFMD, and the Bachelor of Management is certified by the ASEAN University Network Quality Assurance (AUN-QA).

The international dimension of the study programmes is further detailed below:

- Conducting bilingual classes, providing English-language syllabi, English-language textbooks, and international study cases.

- Conducting an English Day to increase English proficiency and heighten speakers' self-confidence in using the language.

- The international educational background and professional experiences of faculty members ensures that the students acquire as many international perspectives as possible.

- FB UMN encourages lecturers to conduct international joint research with partner universities to improve the quality of teaching.

- The University promotes attending international training or certification courses for its lecturers, and hosts international conferences, competitions, and events. Examples include the International Conference on Global Innovation and Trend in Economy (INCOGITE), International Conference of Economics, Business & Entrepreneurship (ICEBE), Innovation & Invention of Ideas Competition (VIIIC), and the International Sustainability Invention, Innovation and Design Showcase (ISIIDS).

- Academic exchange lecturers with international partners helps create a reciprocal international experience, both for students and lecturers. International recognition of the lecturers has been evidenced by their capabilities in managing international research collaborations and publishing studies in reputable international journals.

- In order to enable graduates to handle international tasks, FB UMN students were also encouraged to participate in international competitions, and student mobility and exchange programmes. Moreover, FB UMN students participate in various international activities, including internships in multinational companies.

- Students have the opportunity to benefit from the Indonesian International Student Mobility Award (IISMA), a scholarship provided by the government to support students' mobility into reputable universities and industries around the world. Students are also given the opportunity to join the student exchange programme and collaborate with their peers from overseas universities.

Furthermore, the strategic plan consists of developing and running international classes in English in parallel with regular ones. The international content is designed to serve both overseas and local students.

Bachelor of Accounting

For students and graduates of the BoA programme it is important to be able to adapt and be competitive in national and global environments. The curricula are designed based on the *International Accounting Education Standards Board's* (*IAESB*) guidance, which forms part of the *International Federation of Accountants* (*IFAC*). The reference textbooks and teaching materials have been written in English, except for courses with high local content (e.g. Taxation and Business Law). Accordingly, BoA students are encouraged to take part in academic and non-academic competitions at the international level, such as reaching the finals of the CIMA Global Business Challenge and winning the Gold Diploma (Mixed Youth Choir and Folklore categories) at Thailand's 2019 A Voyage of Songs competition.

Even throughout the COVID-19 pandemic, BoA students were still able to experience international exposure through virtual student activities. The result of the 2020 and 2021 tracer studies showed that, on average, 35 % of BoA graduates have been hired by multinational companies. Since September 2021, the BoA programme has initiated a partnership with the Institute of Chartered Accountants in England and Wales (ICAEW), which provides students with the opportunity to achieve international certification in accounting and business.

Bachelor of Management

Its 2021 certification by the AUN-QA provided the BoM with the opportunity to go global and expand its international scope. Implementing English classes, guest lecturers, and team teaching with overseas partners has heightened the University's international exposure.

The University is striving for more international cooperation and is actively pursuing academic partnerships (such as with INHA[5] University, South Korea). Moreover, overseas partners have become the programme's final exam reviewers, and the international scope of academic and students' competitions has helped form an international environment.

<u>Master in Technology Management</u>

International aspects in the MMT programme include:

- English-taught courses,

- international exchange lecturers and examiners,

- international joint research and publication, and international conferences,

- international industry visits for experiencing technological implementation first-hand,

- student participation in international innovation competitions to improve exposure and experience on coping with international business and environmental challenges using technology.

MMT students have won international competitions such as Best Paper at the International Business and Management Innovation and Invention of Ideas competition (VIIC) 2021 and the International Sustainability Invention, Innovation and Design Showcase 2022 held by the University of Technology Mara Malaysia.

Appraisal:

The programmes' international orientation follows the internationalisation strategy of the University (also shown with this accreditation procedure). The programmes have just started to open up and the panel encourages UMN to continue on this path. Some measures have been taken (like English-taught courses and English materials) and students and staff demonstrated very good English skills in the interviews during the audit.

The University is striving for more international cooperation and is actively pursuing academic partnerships (such as with INHA[6] University (South Korea)). To improve the internationality of their student body, the panel suggests to work on their marketing to other Asian countries and beyond.[7] Graduate's employability in multinational companies and the programmes' use of international principles and guidelines (for instance in accounting) underlines that international aspects are sufficiently taken into account.

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

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[5] see chapter 4.3
[6] see chapter 4.3
[7] see chapter 3.4

1.3   Positioning of the study programme

<u>Positioning of the study programme in the educational market</u>

The Faculty of Business UMN (FB UMN) was established in 2007 with two undergraduate programmes: **Bachelor of Accounting (BoA)** and **Bachelor of Management (BoM).** As part of FB's strategic plan to respond to the demand of digitally-savvy professionals, it began to offer a **Master in Technology Management (MMT)** in 2019. All of the FB's study programmes have been nationally accredited. The BoA and BoM achieved a Grade 'A' level.

The **BoA** received the Grade A national accreditation status – indeed, only 50 of similar programmes have earned this status, out of approximately 700.[8] According to the development of international accounting standards, such as formulated by the *Indonesian Institute of Accountants,* the role of accountants in the Industrial Revolution 4.0 includes skills related to new technologies. The figure below shows how these skills are integral to accounting.
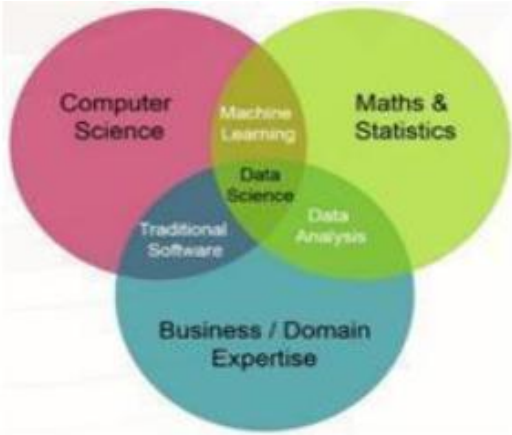
Figure 2: Accountants' skills in the Industrial Revolution 4.0

Therefore, the uniqueness of the FB UMN's BoA curriculum lies in that it has adopted these needs and helps students obtain professional certification before they graduate. Examples of certification include: Associate CPA (ACPA), tax certification, or cloud-based accounting software certification. The table below shows the BoA's admission rate for three consecutive years.

Table 4: Trend of BoA's admission rate

Year	No of Applicants	Matriculated
2019	572	76
2020	737	86
2021	818	86

The trend shows that the number of prospective students is increasing. This can be explained both by Indonesia's general need for accountants and by the profession's high employment rate compared to others. However, the number of prospective students accepted is based on the capacity limit set by the University.

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[8] See p. 9 self-evaluation report

As mentioned above, the **BoM** was assessed by the AUN-QA in 2021 and found to comply to their standards. At the national level, the BoM received National "A" Accreditation status from NAAHE (along with 174 similar programmes) out of a total 1,275 management programmes available in Indonesia.

Table 5: Trend of the BoM's admission rate

Year	No of Applicants	Matriculated
2019	1168	176
2020	1379	236
2021	1461	299

New admissions are increasingly significant despite the effects of the COVID-19 pandemic. The data describes the need for education. Indeed, management fields in particular are growing faster compared to pre-pandemic rates. The BoM is widely chosen and trusted by communities for its level of technological readiness.[9] Compared to other universities in the same region, the BoM leads in terms of student body growth – especially during the pandemic. The number of applicants has grown by an average of 12.17 % per year, and the graduation rate has risen to a yearly average of 29.64 %.

The **MMT** programme contributed to the National Agenda that was formalised and presented in the *Indonesia Digital Transformation Roadmap 2021–2024* by developing digital leaders that could compete on a global level. UMN was the first private University to offer the Technology Management Programme in Indonesia with a very good accreditation.[10]

The MMT has a unique position compared with common management, or technology management, programmes due to several factors. For example:

- MMT accepts all prospective students from various backgrounds,[11] thus engaging in-class discussion with different perspectives and by discussing national and international problems.

- MMT inserts the technology disciplines in the programme via specific courses and by integrating them into all courses with the purpose of fostering digital talents.

- There are three forms of final projects: Digital Academic Research Project, Digital Transformation Project, and Digital New Venture project, giving students the opportunity of integrating their studies into their professional careers.

- The output of the final (obligatory) project leads to international publication or prototypes with intellectual property rights.

- The students have to share their knowledge and positively contribute to society by creating various community outreach programmes.

Table 3 shows that the number of prospective students is increasing, thus highlighting the course's attractiveness to students.

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[9] See p. 11 self-evaluation report
[10] See p. 11 self-evaluation report
[11] A mandatory matriculation with two subjects is conducted to bridge the knowledge gaps required to start the programme (see chapter 3.1)

Table 6: Trend of MMT's admission rate

Year	Term	No of Applicants	Matriculated
2019	Odd	40	26
2019	Even	58	34
2020	Odd	26	18
2020	Even	48	20
2021	Odd	76	42

<u>Positioning of the study programme on the job market for graduates („Employability")</u>

The UMN regularly monitors and evaluates the current environment in order to effectively meet market needs. Therefore, before opening any new study programme, the UMN always conducts thorough market research, focus group discussions (FGDs) with various stakeholders, and consistently refers to government regulations.

The **Bachelor of Accounting** programme responded to the current digital economy trend through ensuring that its students become fully ICT literate. Several aspects of accountancy work are set to become automated, meaning that future accountants will no longer serve only as 'number crunchers', but rather facilitators who connect the owners of financial data with the users of the output of the accounting process. The 2021 tracer study showed that the BoA has an excellent employability rate of 100 %. On average, BoA graduates enter their first post-graduation job within two months. 19 % of them get their first job in a multinational company, and 97 % work in a field that is highly related to their study. Employers tend to be highly satisfied with BoA graduates' soft-skill performance, as evidenced by their score of 4.33 (out of 5) in terms of responsibility, 4.23 for integrity and honesty, 4.33 for professionalism, and 4.23 for tolerance, coping with pressure, and the ability to work independently. Other indicators, such as problem-solving, discipline, and initiative, also received positive scores. The course "EA 734 Financial Accounting Standards" requires students to join the Public Hearing for New Standards issued by the *Indonesian Accounting Standards Board (DSAK-IAI)*. The BoA also collaborates with some of the Big Four Accounting Firms (PwC, EY, and KPMG) in the form of scholarship grants (KPMG), talent internship and recruitment (PwC and EY), and academic support (i.e., guest lecturers and company visits).

The **Bachelor of Management** aims to produce graduates with a comprehensive understanding in strategic management through ICT literacy, entrepreneurial spirit, excellent communication, and leadership skills. Based on the result of the 2021 tracer study, BoM graduates typically gain employment on average 2.27 months after graduation, with 76 % of them getting their first job in multinational or national companies in financial and non-financial institutions (e.g. banking, securities, decacorn e-commerce, top-rank freight companies, government sectors, and digital marketing consultancies). Moreover, 78 % graduates work in companies, while the remaining 22 % find work as entrepreneurs. The entrepreneurship concentration and collaboration with *SkyStar* Ventures supports such entrepreneurial initiatives.

Monitoring and closely interacting with industrial partners helps ensure employability. Employers reported being satisfied with the BoM graduates' hard-skill performance, rating their critical and logical thinking skills 4.19 out of 5, and their ability to synthesise strategic management functions in creating business plans as 4.13. The BoM's curriculum is continuously updated based on stakeholders and industrial needs. The compulsory internship and professional certification at the

end of the study period foster the capability and competitiveness of BoM graduates on the job market.

BoM graduates are said to possess outstanding soft-skills and work ethic (rated as 4.35), as well as responsibility, integrity, professionalism, and honesty. Graduate recruitment from multinational and international companies has increased in recent years, thereby showcasing the rising level of the market's trust in the programme.[12]

The **Master in Technology Management** was designed to enable professional's technological capability and train its students in leading and collaborating on solving business problems through the integrative and creative use of technology. Moreover, societal and ethical responsibility are considered throughout the programme. Based on the 2021 tracer study, 91 % of alumni are employed in various priority sectors in Indonesia, such as tourism, trading, finance, media and entertainment, real estate, education, healthcare, industry, and government. According to the tracer study, the alumni reported that their current programmes were well positioned concerning horizontal (job role) and vertical alignment (job levelling). All of the alumni mentioned that the competencies provided by the programme aligned with the requirements of their jobs. They also mentioned that over 90 % were at an acceptable job level (i.e. managerial).

<u>Positioning of the study programme within the HEI's overall strategic concept</u>

The UMN has set its goal to become a leading ICT University at both national and international levels, and to produce internationally minded and highly competent graduates with a sense of entrepreneurialism and social responsibility.

The vision's keywords include *"international"*, *"ICT"*, *"highly competent"*, *"entrepreneur"*, and *"responsible"*. The FB UMN's goal is to become a leading business faculty that produces graduates skilled in (technology) management, accounting, hospitality, and ICT. In alignment with the University's vision, graduates must be internationally and entrepreneurially minded, and socially responsible.

The **BoA** has been offered by UMN since its inception. It was established based on the founder's awareness of the need for effective human resources highly competent in accounting, supported by an excellent work ethic and entrepreneurial spirit. The BoA's position is aligned with the faculty's strategic objective by designing its curriculum with the latest accounting practices, and closely interacting with the world of accounting, financial information, and taxation. The BoA is expected to become a centre of excellence in its use of the knowledge of accounting, finance, and taxation, which in turn would significantly contribute to the professional community, business, and society in general. In 2015, the BoA was chosen as a National Test Centre for Certified Public Accountant (CPA) by the Indonesian Institute of Auditors (IAPI). In 2020, the BoA was appointed as a National Committee Member for CPA Days. The majority of BoA lecturers are active members of the Indonesian Accounting Association, and one lecturer was elected as a national member of the Accounting Standards Implementation Team by the Indonesian Institute of Accountants for the period of 2020-2024. The BoA was also elected to manage the UMN tax centre as part of the University's collaboration with Indonesia's Ministry of Finance to provide taxation education services to achieve the government's target of having a higher rate of taxation inclusion.

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[12] see p. 10 self-evaluation report

The BoA supports the FB UMN programme in disseminating the research output by managing the national accredited scientific journal (*Ultima Accounting Journal*).

The BoA positions itself as a study programme that produces graduates with profiles relevant to the accounting profession. Moreover, it offers specialisation in auditing, taxation, and accounting information systems. Some BoA graduates currently have strategic positions in various prominent industries, which serves to support UMN's vision. Such graduates include the Corporate Tax Manager at Delamibrands, the Internal Audit Manager at Kompas Gramedia Group, and the successful entrepreneur, who founded Chuseyo Coffee (and serves as its CEO), and was the recipient of the FB UMN's Best Alumni award.

The **BoM** programme's objectives constitute the core of the faculty's strategy and are sustainably implemented. The BoM supports UMN's vision to provide graduates with competencies in strategic management functions and to produce more entrepreneurs. Industry collaboration was developed to increase students' exposure to various strategic management functions, such as the establishment of the investment gallery to educate students to become stock market investors. This laboratory is managed by BoM students, and some courses related to finance were embedded within its activities. For two consecutive years (2019-2020), it was voted the best investment gallery in Indonesia representing Banten province.[13]

The curriculum design for the entrepreneurship concentration was developed in collaboration with *SkyStar* Ventures' Business Incubator. Students were invited to join an incubation programme managed by *SkyStar* to successfully form start-up companies by winning a joint competition with Nanyang University of Singapore in 2020.

The BoM successfully achieved an A grade for its national accreditation, and thus enabled the FB UMN to receive a government license to open a postgraduate programme (Master in Management) in 2019. The BoM supported the dissemination of research publications by managing a national accredited journal (*Ultima Manajemen*).

The **MMT** was the first postgraduate study programme offered by the UMN (beginning in 2019). The MMT was positioned according to the Strategic Plan of the Faculty of Business by 2016-2021:

- The MMT was built in parallel with the FB UMN's vision and mission keywords, namely ICT, entrepreneurship, ethics, and international orientation.

- Internal environment analysis covers the issues of availability of the UMN ICT study programmes (informatics, information systems, and computer technique) and business study programmes (management, accounting, and hospitality).

- External environment analysis covers the issues included in the Indonesian digital transformation Roadmap Towards 2030, as well as such Industry 4.0 keywords as AI, IoT, big data, and business model disruption, as well as the need for entrepreneurship development.

- Target achievement strategy, i.e., excellent teaching with strong industry collaboration.

The MMT programme supports the international orientation of UMN and has successfully attracted students from Malaysia, China, and Taiwan. MMT students also received international recognition

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[13] See p. 14 self-evaluation report

by winning best paper or presentation awards at several international conferences, as well as winning the silver award in the 2021 *VIIIC* (*Virtual Innovation and Invention of Idea Competition*).

Appraisal

The University and its programmes are still quite new on the market, but they address the demand that is there and add to it with their focus on ICTs. In this way, UMN found its niche in the market and the programmes fit well within this strategic direction and overall concept of the University. Students and graduates pointed out the special ICT focus was one of the reasons for choosing to study at UMN. Admissions data[14] show that there are many more applicants than study places available, underlining the stable positioning of the programmes on the educational market.

Tracer studies of graduates highlight their high employability. These tracer studies are thoroughly analysed and provide the programme management with valuable insights into the needs of the industry and what they appreciate most in UMN's graduates.

		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		

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[14] See statistical data in chapter O

2. Admission

Student Journey
New Student Admission

Prospect Students
High School Students (BoA & BoM); Alumni & Employee (MMT) ·open for all gender and students with special needs

Counseling Services
- Study program
- Admission office
- Psychologist

Promotion Activities
- Website
- Social Media, Expo
- Campus Visit
- Open House
- HR & Career Day
- Company Road Show

Selection Process

BoA & BoM
- Academic Track & Achievement Recognition or Regular Test (Math, Logic, English)
- Administrative Requirements (High School Certificate)

MMT
English Test, Case Study Analysis, Interview & Administrative Requirements (Employers Recommendation Letter & Bachelor Certificate)

International Student
English Proficiency Test, Medical Report, High School Certificate & Other Documentation for Visa Purposes

Admission Procedure
Letter of Acceptance (scholarship, payment information & registration process)

Figure 3: Student admission

The admission processes for all programmes are administered by the Admission Office. The UMN committed to no discrimination in terms of gender, religion, ethnicity, or financial capability in the admission requirements. Candidates with special needs are welcome to study at UMN, and all candidates are assessed on their competence alone. The UMN provides support for potential students with disabilities or financial difficulties.

The detailed admission requirements and information can be accessed through various media, such as: the admission website[15], advertising, digital brochures, education expos, presentations to prospective schools, and campus visits.

The admission requirements comply with government regulations regarding the minimum study level required for each study programme: minimum secondary school diplomas for undergraduate degrees, and a bachelor's degree for a master's programme. The admission requirements are oriented towards the strategic goals of the study programme. As part of the plan for internationalisation, the UMN created a promotion programme to recruit international students – especially from ASEAN countries and East Timor – and provides full scholarships. Each programme is allowed to set additional requirements necessary for achieving its own study objectives.

For Bachelor of Accounting and Bachelor of Management

The admission to Bachelor programmes comprises *Academic Tracks* and *Regular Test Tracks*, which emphasise strong capabilities in maths, logical reasoning, and English. English proficiency is assessed in all admission tracks for Bachelor programmes to ensure that students are able to follow and understand the course content, measured through a paper-based TOEFL of 450 or equivalent (45 for internet-based TOEFL tests or 5.0 for IELTS). Administrative requirements include:

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[15] https://www.umn.ac.id/en/admission/, last access on November 6, 2022

- Recommendations from the Indonesian Ministry of Higher Education about minimal degree equivalent with Indonesian Senior High School.

- Proof of medical report (drug test), and health and life insurance.

- Bank account.

- Documents supporting residential permits.

The UMN accepts transfer students from other programmes/universities.

Table 7: Admission requirements for Bachelor programmes

Components	Track		International Admission
	Academic	Regular Test	
1. Maths	Academic Report Min Score of 75	Min 35	(same as academic/regular track)
2. Logic	Academic Report Min Score of 75	Min 35	(same as academic/regular track)
3. English	Min Score 75	Min 35	TOEFL (Paper based) 450, TOEFL Internet based 45, IELTS 5.0

<u>Master in Technology Management</u>

All MMT candidates must meet the English proficiency requirement:

- min. 475 in paper-based TOEFL, or

- min. 500 in the TOEIC, or

- min. 150 in computer-based TOEFL, or

- min. 52 in internet-based TOEFL, or

- min. 5.5 in IELTS, and

- complete education, professional, and entrance qualifications as depicted in the Table 5 below:

Table 8: Admission requirements for Master programme

Programme	Education Requirement	Professional Requirement	Entrance Test
MMT Junior Executive Class	Undergraduate degree from National* and International** University	Curriculum Vitae Recommendation Letter	Academic Proficiency and Case Study Test (**logic and analytical thinking**) with min grade 45
MMT Senior Executive Class ***		Curriculum Vitae with over five years' working experience Recommendation Letter	Interview with Study Programme Teaching Team

* Accredited by the National Accreditation Body for Higher Education (NAAHE) or equivalent
** If the applicant possesses an undergraduate degree from a foreign (non-Indonesian) university, the applicant is required to obtain the Undergraduate Equivalency Letter from the Indonesian Ministry of Education.
*** Just Established in Even Semester 2021

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[16] See chapter 3.2 for more information on the Junior and the Senior Executive Class

The Interview process follows a standard questionnaire[17] and intends to confirm that candidates have the following ten competencies: intellectual capabilities, knowledge of digital technology, analytical capability, leadership capability and experiences, verbal expression, written expression, emotional maturity, imagination and creativity, potential for growth, and collaboration capability. For both – the Junior and Senior Executive Classes, applicants must hand in a recommendation letter from their employer.

Counselling for prospective students

The Admission Office provides 15 dedicated education counsellors, of whom twelve are specialised in Bachelor programmes, one for Master courses, and two for international programmes. Education counsellors respond quickly to on-campus inquiries during working hours or at events outside of campus. Moreover, prospective students can contact counsellors through WhatsApp and receive replies as soon as possible. Education counsellors work together with UMN Student Support to provide further assistance to candidates with special needs. Various activities are also offered to provide a deeper understanding of the University and real campus experience to prospective students. These include campus visit programmes, open days, podcasts, webinars, info sessions, workshops, and 'Ngobas' (live Instagram). During the COVID-19 pandemic, other activities to ensure that complete information was available to all prospective students and parents included the 'Ngopi'' programme, a casual counselling session at coffee shops of the students' choice, where they can meet UMN counsellors to discuss the study programme and admission process.

Selection procedure

The selection procedure is transparent via the UMN website based on the University's admission procedure. The admission information system collects candidates' data and required documents that will be used in the selection process and new student registration.

For Bachelor of Accounting and Bachelor of Management

There are two admission tracks:

- **Academic Track:** to assess the candidate's competencies of certain subjects based on their secondary school grades and additional subject specific tests required by the study programmes.

Candidates who are unqualified for the academic track can apply through the regular test. This track is also open to candidates with outstanding achievements in sports, art, and science.

- **Regular test track:** to assess candidate's competencies in mathematics, logical reasoning, and English. Successful candidates are categorised into three criteria (A, B, and C) that will determine the tuition fee.

The minimum score for English proficiency is 75 for the *Academic Track* and 35 for the *Regular Track*.

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[17] There is an a) admission test consisting of two parts: testing general intelligence and the ability to process new information (CFIT Test: IQ result) and a Culture Fair Intelligence Test (CFIT) that was created by Raymond Cattell in 1949 as an attempt to measure cognitive abilities devoid of sociocultural and environmental influences. B) A personality test (DAP - Draw on Person, BAUM: Tree-Drawing Test - TDT, Koch's Baum Test, and HTP, commonly called Image Test). Finally, c) there is an Interest Test to see the suitability of interests with the choice of majors (RIASEC Test).

<u>Master in Technology Management</u>

The admission process begins when the applicant fills in the application form online with the required documents. The admission team then contacts the candidate to arrange an academic proficiency test – or an English test in case the applicant does not have a valid proficiency certificate – as well as the interview schedule with the head of the study programme.

The study programme provides a recommendation as to whether the candidate can be accepted before the Letter of Acceptance can be issued and sent to the applicant. Decisions are made with consideration to place availability, student education and professional backgrounds, and the test and interview results mentioned in the guideline of *The Admission Regulation* and selection process for the master programme.

<u>Transparency and documentation of admission procedure and decision</u>

The results of the selection process are communicated to the candidates via email. Every accepted candidate will receive an official acceptance letter that explains the decision, along with tuition rate or awarded scholarship (if given). The admission requirement and process are reviewed periodically to ensure the parameters' relevance.

Using the admission information system[18], candidates can track their admission progress, admission test results, tuition fee and scholarship, payment procedures, and the final registration process for becoming a UMN student. The Master programme uses the admission information system to provide feedback for Master degree student acceptance based on the interview process.

The Faculty and study programme are well informed of the latest number of candidates, which aids the planning of classes and lecturers. Other relevant departments are also given access to real-time admission data so that they can adapt their services.

Appraisal

The admission requirements are clearly defined and publicly accessible via the UMN website. The national requirements are taken into account. Additionally, there are specific tests to find the right students (Bachelor) and for the Master programme applicants need to hand in a recommendation letter from their employer (Master of Technology Management). These requirements are definitely oriented towards the respective target groups.

Applicants can directly turn to education counsellors on-campus or during events. Moreover, prospective students can contact counsellors through WhatsApp and receive fast answers during office hours.

The different admission tracks are presented on the website and ensure that qualified students are admitted. Such admission and selection procedures make it more difficult for students to enter the programmes, which is quite unusual for a private institution (for example the recommendation letter, academic tests), but they ensure that suitable students are chosen to match each study programmes' objectives and by large, the objective of the University to become one of the leading University's in the world for producing ICT experts. The procedure's effectiveness is mirrored in

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[18] https://pmb.umn.ac.id/pmb/web/, last access on November 6, 2022

student's success rates and their performance, which is regularly checked and evaluated during their performance appraisals.[19] The admission decision is communicated in writing.

The required language proficiency level ensures that students are able to successfully complete the study programme.

		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		

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[19] See chapter 4.1

3. Contents, structure and didactical concept of the programme

3.1 Contents

For all programmes

<u>Logic and conceptual coherence</u>

The curricula were designed using an Outcome Based Education (OBE) approach to achieve defined expected learning outcomes (ELOs) of each study programme.

To ensure the contents of the curricula are well-balanced and continuously improved, UMN uses internal and external programme assessment and periodic reviews (every two years for minors and four for majors) based on stakeholder feedback. Contents and expected learning outcomes (ELOs) need to include specific knowledge and professional skills suited to the industry. Each subject has a course coordinator who designs the syllabus and ensures coherence of contents, materials, and assessments in parallel classes.

<u>MBKM in Bachelor Programmes</u>

Merdeka Belajar Kampus Merdeka (MBKM) is the policy of Indonesia's Ministry of Education and Culture for bachelor's degrees, which aims to encourage students to master a variety of disciplines useful for entering the world of work. The concept of the MBKM is about freedom of learning by allowing students to take credits outside the study programme (for one semester), as well as to carry out learning activities outside of universities (for two semesters). Meaning in all programmes students are granted rights for voluntary experiences outside the classroom for up to three semesters. UMN supports the idea of the MBKM to bring about highly qualified graduates who will have interdisciplinary competencies beyond their ELOs, which will be useful in the professional world of work. The MBKM programme offers the following activities: Track I Internship, Track II Internship, Student Exchange, Research, Entrepreneurship, Community Outreach Project, and an Independent Project.

Academic handbooks include the overall structure of the course, as well as ELOs and a general description for each subject. The first class of each course comprehensively explains the course syllabus and contents for the 16 course weeks (including two weeks of exams), learning methods, types of assessment, weight of assignments, and grading system.

Bachelor of Accounting (BoA)

The **BoA** curriculum was developed based on the learning outcomes and guidance of the International Accounting Education Standards Board (IAESB) – which forms part of the International Federation of Accountants (IFAC) – the IQF level 6, the National Higher Education Standard (SN-DIKTI), and the requirements of Indonesian accounting associations (e.g. Indonesian Institute of Accountants and Indonesian Institute of CPA).

The BoA's curriculum is based on a 5+2+1 system, which refers to five semesters taken in the programme, two free elective semesters outside the programme (including internships), and one semester to work on the final project. Compulsory courses (67 % of the curriculum) are designed to achieve the relevant ELOs, while elective courses (33 % of the curriculum) are designed to

provide deeper ELOs according to the career choices of the students. For example, compulsory courses are intended to achieve ELOs 1–9, as in the following:

- Pancasila, Civics, Religion (ELO 1)

- Technopreneurship, Internships (ELO 2)

- Indonesian Language, English 1–3, Business Statistics, Research Methodology in Accounting (ELO 3)

- Introduction of Accounting 1 and 2, Intermediate Accounting 1 and 2, Advanced Accounting 1 and 2, Financial Statement Analysis (ELO 4)

- Cost Accounting, Management Accounting (ELO 5)

- Auditing and Assurance 1 and 2 (ELO 6)

- ICT-based Information Systems 1 and 2, Management Information System, Introduction to Multimedia Technology (ELO 7)

- Taxation 1 and 2, Business Law (ELO 8)

- Finance Management, Fundamental of Business and Management, Economic Digital Transformation, Financial Mathematics, Business Law (ELO 9)

In semester 4, students are required to choose a focus for semester 5 by taking additional elective courses for 13 credits (equal to 22.67 ECTS credits). Students have three concentration options to enhance their employability:

- auditing,

- taxation, and

- accounting information systems.

Some of the elective courses are taken inside the study programme, while others can be taken outside of it through the MBKM programme. For instance, for students wishing to further their knowledge of data science, elective courses can be taken through the student exchange track at UMN's Information Technology Programme with the required number of credits, while those wishing to become entrepreneurs can enroll in the MBKM's entrepreneurship track. Each focus is intended to direct students' interest towards a professional certification in accounting, such as CPA, Tax Consultant Certification (BKP), and Information System Audit or Software Specialist.

In semester 6, students are able to participate in free elective courses (MBKM/Independent Campus, Freedom to Learn) as long as they have met the following requirements: have taken 79 credits (equal to 137.5 ECTS); a GPA no less than 2.00 in the semester that has been taken; no E grade in all courses; have followed the selection for each track. For students who do not choose free elective courses (MBKM), they must instead attend regular lectures by taking predetermined courses.

Students do an internship in semester 7. Semester 8 is the final semester where students work on a final project as a graduation requirement and take the professional certification exam. The curriculum is structured as follows:

Table 9: Curriculum Bachelor of Accounting

Modul No.	Title of Module / Course Unit	1.	2.	3.	4.	5.	6.	7.	8	Hours in Class	Hours Self-Study	Method of i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
1st Semester														
EA 100	Introduction to Accounting 1 + Tutorial	5,23								40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EM 922	Fundamental of business and management	5,23								40,00	96,00	L	Exam Paper (150 Min)	5.23 / 256.31
EM 932	Economic Digital Transformation	5,23								40,00	96,00	L	Exam Paper (150 Min)	5.23 / 256.31
EM 187	Financial Mathematics	3,49								26,67	64,00	P	Exam Paper (120 Min)	5.23 / 256.31
UM 142	Indonesian Language	3,49								26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
UM 152	Religiousity	3,49								26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
UM 162	Pancasila	3,49								26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
UM 122	English 1	3,49								26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
2nd Semester														
EA 201	Introduction to Accounting 2 + Tutorial		5,23							40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
SI 301	Management Information System		5,23							40,00	96,00	T	Exam Paper (150 Min)	5.23 / 256.31
EA 550	Business Law		5,23							40,00	96,00	L	Exam Paper (150 Min)	5.23 / 256.31
EM 918	Business Statistics + Lab		5,23							40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
	Introduction to Multimedia Technology		3,49							26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
IF 110	Introduction to Multimedia Technology - Lab		1,74							13,33	32,00	P	Exam Paper (60 Min)	1.74 / 256.31
EM 916	Finance Management + Tutorial		5,23							40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
UM 222	English 2		3,49							26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
3rd Semester														
EA 302	Intermediate Accounting 1 + Tutorial			5,23						40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EA 320	Cost Accounting + Tutorial			5,23						40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EA 341	Taxation 1 + Tutorial			5,23						40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
UM 163	Civics			3,49						26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
UM321	English 3			3,49						26,67	64,00	L	Exam Paper (120 Min)	3.49 / 256.31
EA 410	ICT Based Accounting Information System 1 + Lab			5,23						40,00	96,00	L+P	Exam Paper (150 Min)	5.23 / 256.31
EM 604	Technopreneurship			5,23						40,00	96,00	L	Exam Paper (150 Min)	5.23 / 256.31
4th Semester														
EA 403	Intermediate Accounting 2 + Tutorial				5,23					40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EA 404	Advanced Accounting 1 + Tutorial				5,23					40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EA 430	Auditing and Assurance 1				5,23					40,00	96,00	L	Exam Paper (150 Min)	5.23 / 256.31
EA 421	Management Accounting + Tutorials				5,23					40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EA 442	Taxation 2 + Tutorial				5,23					40,00	96,00	L+T	Exam Paper (150 Min)	5.23 / 256.31
EA 511	ICT Based Accounting Information System 2				5,23					40,00	96,00	L+P	Exam Paper (150 Min)	5.23 / 256.31
EA 506	Financial Statement Analysis				5,23					40,00	96,00	L	Exam Paper (150 Min)	5.23 / 256.31

	5th Semester												
EA 505	Advanced Accounting 2 + Tutorial					5,23				40,00	96,00	L+T	Exam Paper (150 Min)	**5.23 / 256.31**
EA 531	Auditing and Assurance 2					5,23				40,00	96,00	L	Exam Paper (150 Min)	**5.23 / 256.31**
EA 670	Research Methodology in Accounting					5,23				40,00	96,00	L+P	Exam Paper (150 Min) & Research Proposal	**5.23 / 256.31**
	Elective Course - Concentration 1*					3,49				26,67	64,00	L	Exam Paper (120 Min)	**3.49 / 256.31**
	Elective Course - Concentration 2*					3,49				26,67	64,00	L	Exam Paper (120 Min)	**3.49 / 256.31**
	Elective Course - Concentration 3*					5,23				40,00	96,00	L	Exam Paper (150 Min)	**5.23 / 256.31**
	Elective Course - Concentration 4*					5,23				40,00	96,00	L	Exam Paper (150 Min)	**5.23 / 256.31**
	Elective Course - Concentration 5*					5,23				40,00	96,00	L	Exam Paper (150 Min)	**5.23 / 256.31**
	6th Semester												
	Campus Merdeka Program**						34,87				907,00	L/S/I	MBKM Report	**31.8 / 256.31**
	7th Semester												
EA 671	Internship						34,87				907,00	I	Internship Report	**31.8 / 256.31**
	8th Semester												
EA 772	Final Project							10,46			272,00	S	Bachelor Thesis	**9.54 / 256.31**
total		33,13	34,87	33,13	36,62	38,36	34,87	34,87	10,46	1.346,67	5.318,00			
								256,31			6.664,67			

Abbreviations

L:	*Lecture*
S:	*Seminar*
T:	*Tutorial*
P:	*Practicing in Lab*
I:	*Practicing in Industry*

Table 10: Concentrations and MBKM programme

CONCENTRATION: AUDITING		
EA 632	Information System Auditing	3,49
EA 632	Information System Auditing - Lab	1,74
EA 736	Auditing in Practice	5,23
EA 622	Ethics and Corporate Governance	3,49
EA 735	Auditing Seminar	3,49
EA 645	Taxation Accounting	5,23
		22,67

CONCENTRATION: TAXATION		
EA 644	International Taxation	3,49
EA 748	Taxation Seminar	3,49
EA 543	Advanced Taxatiion	5,23
EA 746	Taxation in Practice	5,23
EA 645	Taxation Accounting	5,23
		22,67

CONCENTRATION: ACCOUNTING INFORMATION SYSTEM		
EA 632	Information System Auditing	3,49
	Information System Auditing - Lab	1,74
EA 714	Accounting Information System Analysis	3,49
EA 715	Enterprise Information System	3,49
EA 713	IT Compliance and Control	5,23
EA 612	Modelling and Designing Accounting System	5,23
		22,67

REGULAR - OFFERED TO STUDENTS WHO ARE NOT JOINT CAMPUS MERDEKA PROGRAM		
EM 280	Introduction to ICT Industry and Business	5,23
EA 723	Management Control System	5,23
EA 734	Financial Accounting Standards	5,23
EA 507	Accounting for Banking Industry	5,23
EA708	Accounting Theory	5,23
EM803	Fundamental of investment	5,23
EA 660	Public Sector Accounting	3,49
		34,87

Campus Merdeka Program Elective Courses

TRACK 1 : INTERNSHIP		
EA 672	Professional Business Ethics	5,23
EA 673	Industry Experience	12,21
EA 674	Industry Model Validation	12,21
EA 675	Evaluation and Reporting	5,23
		34,87

TRACK 2 : ENTERPRENEURSHIP		
EA 676	Idea Validation	6,97
EA 677	Product Validation	6,97
EA 678	Business Validation	8,72
EA 679	Business Mentoring	12,21
		34,87

TRACK 3 : RESEARCH		
EA 680	Formulation of research problem	6,97
EA 681	Implementation of reaserch methodology	6,97
EA 682	Research evaluation	8,72
EA 683	Publication	12,21
		34,87

TRACK 4 : COMMUNITY OUTREACH		
EA 680	Community Outreach Project Idea	5,23
EA 681	Community Outreach (Stage 1)	12,21
EA 682	Socio Entrepreneurship Development & Managing	12,21
EA 683	Community Outreach (Stage 2)	5,23
		34,87

TRACK 5 : INDEPENDENT PROJECT		
EA 688	Idea Generation	6,97
EA 689	Design Creation	6,97
EA 690	Development and Evaluation	13,95
EA 691	Publication	6,97
		34,87

TRACK 6 : STUDENT EXCHANGE		
EA 692	Student Exchange	34,87

Bachelor of Management (BoM)

The **Bachelor of Management** curriculum has a tier structure beginning with fundamental courses to provide the relevant knowledge foundation before undertaking advanced courses. For instance, basic management skills are introduced in courses like "EM 922 Fundamental of Business and Management". These courses have been formulated to ensure that the students have the necessary capabilities to expand them in subsequent semesters. Hence, they build the pre-requisite for higher semester courses.

As BoM students are required to master decision-making tools with the help of scientific instruments and data, financial courses are also mandatory for BoM students. Courses like "EM 801 Financial Management" and "EM 915 Accounting Principles" help students understand basic accounting principles and operations. Numerical courses include "EM 508 Cost Accounting", "EM 511 Accounting Management", and "EM 808 Fundamentals of Investment". In their third year, students are eligible to take research courses based on their focus. These courses strengthen students' knowledge and skills related to the methodology needed for preparing their final theses or projects.

The BoM programme provides students with specific expertise (e.g. concerning marketing, finance, human capital, operation, and entrepreneurship) depending on their specialisation.

The five programme focuses offered are:

- Financial Management: to produce graduates who are able to apply the integrated principles and analysis of finance and investments.

- Marketing Management: to produce graduates who are able to apply integrated principles and analysis of marketing management.

- Human Capital Management: to produce graduates able to apply integrated principles and analysis of human resource and organisational management.

- Operation Management: to produce graduates able to apply integrated analysis and principles of operations management.

- Entrepreneurship: to produce graduates able to implement their business concepts, idea creation, and thinking design to acquire funding from real investors.

Courses are classified into the following four groups:

- Fundamental management courses (compulsory): to provide students with the basic understanding of general management. These courses focus on economics, basic finance and accounting, basic management knowledge, religion, socio-culture, and citizenship courses.

- Mid-management courses (compulsory): to provide students with extension courses at a middle level of knowledge of economics, accounting, and management, as well as introduce them to the focus courses they will choose in future semesters.

- Focus/Elective courses: advanced courses that provide students with more specialised knowledge about finance, marketing, operation, human resource and entrepreneurship. Students can take elective courses (up to 24 credits) based on their chosen focuses to enhance their employability. These are five concentration courses for 15 credits (green in the curriculum overview) and another three more general electives for nine credits (blue coloured in the curriculum overview).

- Internship and Thesis/Final Project (compulsory). Students receive six credits for their thesis/final project. Internships can be undertaken under certain academic and administration requirements. Internships must last a minimum duration of 917 hours. Both the thesis and final project in the form of a business plan must be done by conducting a scientific research study based on the student's focus.

Moreover, the BoM offers laboratory teaching to complement students' competencies in research and managerial decision-making. The curriculum has been designed to be completed within eight semesters, although the course can be finished both sooner and later than this.

The BoM's curriculum is as follows:

Table 11: Curriculum Bachelor of Management

Modul No.	Title of Module / Course Unit	Credit Points per Semester										Workload				Method of Teaching (i.e. lecture course, seminar)	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	ECTS	session	Hours in Class	Hours Self-Study	Assignment	Ttl hrs			
1st Semester																		
EM922	Fundamental of Business & Management	3								5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM915	Principle of Accounting	3								5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM110	Introduction to ICT and Business	3								5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM401	Mathematics for Business	3								5.22	16	40.00	48	48	136.00		Exam Papers	5 / 210
UM 162	Pancasila	2								3.48	16	28.00	32	32	92.00	L	Exam Papers	
UM 163	Civics	2								3.48	16	28.00	32	32	92.00	L	Exam Papers	
UM 152	Religions	3								5.22	16	28.00	32	32	92.00	L	Exam Papers	
UM 122	English 1	2								3.48	16	28.00	32	32	92.00	L	Exam Papers	
2nd Semester																		
EM111	ICT Business for Creative Industry		3							5.22	16	40.00	48.00	48.00	136.00			10 / 210
EM510	Cost Accounting		3							5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM203	Business Ethics		3							5.22	16	40.00	48.00	48.00	136.00			5 / 210
UM 223	English 2		2							3.48	16	28.00	32	32	92.00	L	Exam Papers	
UM 142	Indonesia Language		2							3.48	16	28.00	32	32	92.00	L	Exam Papers	
IS 100	Management Informastion System		3							5.22	16	40.00	48	48	136.00	L	Exam Papers	
EM 918	Business Statistics		3							5.22	16	40.00	48	48	136.00	L	Exam Papers	
3rd Semester																		
EM601	Marketing Management			3						5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM 916	Financial Management			3						5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM701	Human Resource Management			3						5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM 901	Operation Management			3						5.22	16	40.00	48	48	136.00	L	Exam Papers	
EM 511	Management Accounting			3						5.22	16	40.00	48	48	136.00	L	Exam Papers	
EM 321	English 3			2						3.48	16	28.00	32	32	92.00	L	Exam Papers	
EM 932	Economic Digital Transformation			3						5.22	16	40.00	48	48	136.00	L	Exam Papers	
4th Semester																		
EM702	Organizational Design and Behaviour				3					5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM105	Technopreneurship				3					5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM104	Technology and Innovation Management				3					5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM301	Business Research Methodology				3					5.22	16	40.00	48.00	48.00	136.00			5 / 210
EM200	Bank and Other Financial Institution				3					5.22	16	40.00	48	48	136.00		Exam Papers	5 / 210
EM902	Advanced Operation Management				3					5.22	16	40.00	48	48	136.00		Presentation Project	5 / 210
EM 934	MICE Management				3					5.22	16	40.00	48	48	136.00	L	Presentation Project	

		5th Semester - ELECTIVE - CONCENTRATION												
		MARKETING												
EM 603	Service Marketing				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 608	Digital Marketing				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 605	Brand Management				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 606	Integrated Marketing Communication				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 302	Marketing Research				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 935	Consumer Digital Behavior				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
		OR												
		HUMAN CAPITAL												
EM 913	Transformational Management				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 708	Organizational Development				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 703	Training and Development				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 304	Human Capital Research				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 921	HR Information System				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 920	Industrial and Digital Network				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
		OR												
		FINANCIAL												
EM 803	Fundamental of Investment				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 804	International Finance				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 807	Technical Analysis				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 808	Derivative Assets				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 303	Financial Research				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 919	Risk Management				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
		OR												
		OPERATION												
EM 917	Digital Project Management				3		5.22	16	40.00	48	48	136.00	L	Projects
EM 904	Quality Management				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 912	Digital Retail Management				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 905	Applied ERP				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 300	Operation Management Research				3		5.22	16	40.00	48	48	136.00	L	Proposal
	Minor (from other elective)				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
		OR												
		ENTREPRENEURSHIP												
EM 524	New Venture Creation				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 522	Business Plan 1				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 528	Business Plan 2				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 525	Small Business Management				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 526	Social Entrepreneurship				3		5.22	16	40.00	48	48	136.00	L	Exam Papers
EM 521	Managing Lean Startups				3		5.22	16	40.00	48	48	136.00	L	Exam Papers

Code	Course					SKS		Value		h1	h2	h3	h4		
	6th Semester - Internship Track 1														
EM 928	Professional Business Ethics					3		5.22		40.00	48	48	135.72		
EM 929	Industry Experience					7		12.18		93.33	112.00	112.00	316.68		
EM 930	Industry Model Validation					7		12.18		93.33	112.00	112.00	316.68		
EM 931	Evaluation and Reporting					3		5.22		40.00	48	48	135.72		
	OR														Field Evaluation
	6th Semester - MBKM-Entrepreneurship Track 2														
EM 191	Business Synthesis (BS)					3		5.22		40.00	48	48	135.72		
EM 192	Field Observation (FO)					7		12.18		93.33	112.00	112.00	316.68		
EM 193	Reporting and Validation (RV)					7		12.18		93.33	112.00	112.00	316.68		
EM 194	Transformational Project (TP)					3		5.22		40.00	48	48	135.72		
	7th Semester - REGULAR COURSES														
EM512	Business Law					3		5.22		40.00	48	48	136.00		5 / 210
EM914	Productivity Management					3		5.22		40.00	48	48	136.00		5 / 210
EM936	Transformational Leadership					3		5.22		40.00	48	48	136.00		5 / 210
EM 933	Internship					5		8.7		66.67	80	80	226.20	L	Field Evaluation
EM 106	Strategic Management - Pre Thesis					3		5.22		40.00	48	48	136.00	L	Proposals
EM 105	Seminar Management - Pre Thesis					3		5.22		40.00	48	48	136.00	L	Proposals
	OR														
	7th Semester - MBKM SCHEMES														
	STUDENTS MAY TAKE 1 SCHEME														
EM 941	Idea Validation					4		6.96		53.33	64.00	64.00	104.00		Field Evaluation
EM 942	Product Validation					4		6.96		53.33	64.00	64.00	104.00		Field Evaluation
EM 943	Business Validation					5		8.70		66.67	80.00	80.00	130.00		Field Evaluation
EM 944	Business Mentoring					7		12.18		93.33	112.00	112.00	182.00		Field Evaluation
	OR														
EM 951	Community Outreach Project Idea					3		5.22					78.00		Field Evaluation
EM 952	Community Outreach (Tahap 1)					7		12.18		93.33	112.00	112.00	182.00		Field Evaluation
EM 953	Socio Entrepreneurship Development & Managing					7		12.18		93.33	112.00	112.00	182.00		Field Evaluation
EM 954	Community Outreach (Tahap 2)					3		5.22					78.00		Field Evaluation
	OR														
EM 961	Generation					4		6.96		53.33	64.00	64.00	104.00		Field Evaluation
EM 962	Design Creation					4		6.96		53.33	64.00	64.00	104.00		Field Evaluation
EM 963	Development and Evaluation					8		13.92		106.67	128.00	128.00	208.00		Field Evaluation
EM 964	Publication					4		6.96		53.33	64.00	64.00	104.00		Field Evaluation

Code	Name								Credits	ECTS		Hours						Assessment
	OR																	
EM 971	Identifying Research Topics							4		6.96		53.33	64.00	64.00	104.00			Field Evaluation
EM 972	Implementation of Research Methodology							7		12.18		93.33	112.00	112.00	182.00			Field Evaluation
EM 973	Research Evaluation							4		6.96		53.33	64.00	64.00	104.00			Field Evaluation
EM 974	Publications							5		8.70					130.00			Field Evaluation
	8th Semester																	
	Competency Certification as pre-requisite for yudisium																	Seminars
EM306	Thesis							6		10.5		76.00	95	95	266.00			
		21	19	20	21	18	20	20	6	252.32		1925.33	2303.00	2303.00	6529.00			
	TOTAL SKS/CREDITS								145									
	TOTAL ECTS									252.32								
	TOTAL HOURS														6529.00			

Students who are interested in the joint-degree program with INHA, will have a different course programme from the 5th to the 8th semester:

Figure 4: Curriculum at INHA University (South Korea)

		MAP OF INHA COURSES TO GRADUATE EXPECTED LEARNING OUTCOME BACHELOR OF LOGICTICS MANAGEMENT FACULTY OF BUSINESS UNIVERSITAS MULTIMEDIA NUSANTARA					

UMN	Semester	Courses Group		Desc	Courses		Credit
		Main Course	Supporting Course		Code	Course Name	
1	2	3	4	5	6	7	8
			EQUIVALENT COURSE NAME			Concentration LOGISTICS INHA	
29		V	EM 904 - Quality Management	Elective	Inha-	Global Logistics Management	3
30		V	EM 917-Digital Project Management	Elective	Inha-	International Logistics	3
31	5	V	EM 905-Applied ERP	Elective	Inha-	Air Transportation	3
32		V	EM 300-Operation Management Research	Elective	Inha-	Management of SVC Operation	3
33		V	EM 526-Social Entrepreneurship	Elective	Inha-	Entrepreneurship & Social Responsibility	3
34		V		Elective	Inha-	Minor (from other elective)	3
35		V		Elective	Inha-	Elective (1)*	3
36		V		Elective	Inha-	Elective (2)*	3
37		V	EM 708-Organizational Development	Elective	Inha-	Warehouse & Material Handling Management	3
38	6	V	EM 913-Transformational Management	Elective	Inha-	Logistics Decision Making Theory	3
39		V	EM 606-Integrated Marketing Communication	Elective	Inha-	Marketing Channel Management	3
40		V	EM 106-Strategic Management	Elective	Inha-	Business Strategy	3
41			V	Elective	Inha-	Minor (from other elective)	3
42		V		Elective	Inha-	Elective (3)*	3
43		V	EM 603-Service Marketing	Elective	Inha-	Airport Management	3
44		V	EM 605-Brand Management	Elective	Inha-	Intermodal Transportation	3
45	7	V	EM 804-International Finance	Elective	Inha-	Supply Chain Finance	3
46		V	EM 935-Consumer Digital Behavior	Elective	Inha-	Consumer Behavior	3
47		V	EM 608-Digital Marketing	Elective	Inha-	Corporate Bigdata & Analysis	3
48			Elective	Inha-	Internship		3
			EM 191 - EM 194 --Business Synthesis & Transformational Project				
						8th Semester	
49	8	V		Compulsary	Inha-	Thesis	6

Corresponding courses at UMN exist as the collaboration so far is theoretical. Due to Covid-19 restrictions none of the students were able to go to South Korea, but this will be pursued in the future. UMN has maintained and renewed agreements for the joint degree programme.[20]

Master in Technology Management (MMT)

The **MMT** programme prepares students for managing technological change in any given context. The business-focused curriculum provides a comprehensive foundation to help students formulate effective, multipronged strategies that will ensure sustainable organisational growth. The curriculum focuses on developing both essential business management and analytical expertise, with the role of technology as its common theme. Whether students are engineers seeking to develop sharper business insights, or business persons pursuing precise methodological skills, the MMT programme will strengthen their effectiveness as leaders in any organisation. The programme

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[20] see chapter 4.3

also provides a firm understanding of technology strategy and its role in shaping the future of organisations. To provide students with various disciplinary backgrounds the foundational knowledge of management and digital technology, the study programme conducts a mandatory matriculation with two subjects to bridge the knowledge gaps required to start the programme: "MT911 Digital Business Technology Dynamics" and "MT931 General Business Management".

A pilot is conducted in which the Junior Executive Class is separated from the Senior Executive Class. The difference is the amount of work experience students accumulated and concerning the didactical approach (briefly outlined in chapter 3.3). Students in both classes follow the same curriculum depicted in the following:

Figure 5: Curriculum Master in Technology Management

1st Semester

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)			Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	[Matriculation] MT911 Digital Business Technology Dynamics	0							0/50.4
M 1.1	Digital Business Technology Dynamics				7,5		L	-	
M2	[Matriculation] MT931 General Business Management	0							0/50.4
M 2.1	General Business Management				7,5		L	-	
M3	MT111 Value Creation and Innovation Management	4,2							4.2/50.4
M 3.1	Value Creation and Innovation Management (Lecture)				30	84	L	Case Study Exam (2 x 8.5 hours)	
M4	MT232 Technology Industry and Competitive Analysis	4,2							4.2/50.4
M 4.1	Technology Industry and Competitive Analysis (Lecture)				30	84	L	Case Study Exam (2 x 8.5 hours)	
M5	MT161 Business Model, Strategy and Innovation	4,2							4.2/50.4
M 5.1	Business Model, Strategy and Innovation				20	84	L	Case Study Exam (2 x 8.5 hours)	
M6	MT241 ICT Planning and Evaluation	4,2							4.2/50.4
M 6.1	ICT Planning and Evaluation (Lecture)				30	84	L	Case Study Exam (2 x 8.5 hours)	
M7	MT171 Project Research Methodology	4,2							4.2/50.4
M 7.1	Project Research Methodology				30	84	L	Case Study Exam (2 x 8.5 hours)	

2nd Semester

M8	M251 Digital Leadership and Social Responsibility		4,2					4.2/50.4
M 9.1	Technology, Finance and Capital (Lecture)			20	84	L	Case Study Exam (2 x 8.5 hours)	
M9	MT151 Information System and Software Management		4,2					4.2/50.4
M 10.1	Information System and Software Management (Lecture)			30	84	L	Case Study Exam (2 x 8.5 hours)	
M10	MT141 Marketing and Digital Communication		4,2					4.2/50.4
M 9.1	Technology, Finance and Capital (Lecture)			20	84	L	Case Study Exam (2 x 8.5 hours)	
M11	MT131 Technology, Finance and Capital		2,8					2.8/50.4
M 9.1	Technology, Finance and Capital (Lecture)			20	56	L	Case Study Exam (2 x5.6 hours)	
M12	MT231 Managing Technology Project		2,8					2.8/50.4
M 12.1	Managing Technology Project (Lecture)			20	56	L	Case Study Exam (2 x5.6 hours)	
M13	MT311 Seminar and Colloquium		2,8					2.8/50.4
M 6.1	Seminar and Colloquium (Tutorial)					T	Final Project Proposal Presentation (120 min) - Colloquium 60 min - Final Proposal 60 min	

3nd Semester

M14	MT321 Final Project		8,4					8.4/50.4
M 14.1	Final Project (Tutorial)					THE	Final Project Defense Presentation (120 minutes)	
total		21,0	21,0	8,4	265,0	784			

L: Lecture
S: Seminar
T: Tutorial
THE: Thesis/Final Project

Rationale for degree and programme name

The **Bachelor of Accounting** was established as an answer to the needs of stakeholders for accounting education in accordance with national and international industry requirements, as well as those of professionals who prioritise expertise in ICT-based accounting. The **Bachelor of Management** programme was established in response to the general management market requirement and provides basic managerial knowledge as well as expertise in specific management fields such as marketing, or finance.

The **Master of Management and Technology** degree follows up on the Directorate's General Decree of the Ministry of Education, Research and Higher Education and was developed in alignment with the Indonesian Digital Transformation Roadmap. It is a graduate programme for managers who need to update their skills according to industry 4.0 needs.

The respective ELOs are aligned to national and international requirements (based on IQF level 6 for bachelor programmes and level 8 for master programmes).

<u>Integration of theory and practice</u>

The curricula encourage students to master both theoretical and practical aspects. The course structures provide students with a strong fundamental understanding before taking advanced courses. Theoretical learning is enriched by the implementation of study cases, which allow students to understand industrial cases. Mastering practical and industrial implementation is achieved through inviting practitioners as guest lectures, executive sharing by top-ranked practitioners, company visits, and many field activities to ensure students acquire greater insights and knowledge. Compulsory internship programmes allow students to recognise the real needs of the industry.

Tutorial sessions in the **Bachelor of Accounting** programme provide some case studies to elaborate upon theoretical sessions. This includes courses "EA410 ICT-based accounting" (semester 3) and "EA723 – Management Control System" (semester 6). The curriculum overview shows courses that include tutorials and lab activities.

All of the lecturers have relevant professional certifications and they use real examples for theories explained. Examples of courses with tutorials are "Introduction to Accounting 1", "Taxation 1", and "Cost Accounting".

The ELOs integrate practical objectives as exhibited in the following table:

Table 12: Integration of Theoretical and Practical Skills into BoA Courses

Skills	Practical objectives	Sample of courses
Skill of research (ELO 3)	Able to respond to problems critically and conduct scientific research ethically.	- Basic of research method - Quantitative Research Method Statistics
Information Technology Literacy (ELO 3 & 7)	Able to solve accounting problems using technological tools and application.	- Accounting Information System - Information system auditing
Ethics, Law and Business (ELO 1)	Able to make a decision with regard to ethical concepts, common law, and business practices.	- Ethics and Corporate Governance - Business Law - Fundamental of Business and Management - Religiosity
Professionalism (ELO 2, 4, 5, 6, 7, 8, 9)	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to humanities values and demonstrates independent, quality, and measurable performance. Able to combine technical competence and professional expertise to complete work assignments in order to produce solutions, ideas, designs, or criticisms both individually and in a team.	- Auditing and Assurance - Taxation series - Financial Accounting series - Cost and Managerial Accounting - Risk and Control - Financial Management

In the **Bachelor of Management** programme theoretical discourse and practical application complement each other in developing the students' qualification profile. The following lists several activities for the integration of theory and practice:

- Each BoM course must have at least one session conducted by a guest lecturer in each semester. The main objective of this session is to provide a deeper understanding of the topic and expand student insights of the implementation of the related theory taught during the progressing semester.

- The executive sharing and webinars sessions are held for parallel classes and are open to related disciplinary courses.

- Study cases (in courses like "EM107 Seminar in Management", "EM203 Business Ethics", and "EM922 Foundation of Management") are given as discussion topics and presentations by students to sharpen both hard and soft skills.

- Due to the spread of COVID-19, virtual field trips have become options for maintaining the achievement of student ELOs. For instance, a virtual trip to the *Pocari Sweat Factory* was conducted to support the "Digital Retail Management" and "Advanced Operation Management" courses.

- BoM students – particularly those with an entrepreneurial focus – are eligible and encouraged to participate in incubation programmes held by the UMN business incubator SkyStar. Students are eligible for grade conversions and take final projects based on their incubation outputs. The incubation programme consists of coaching, idea and product validation, progress reports until proposing business plans for funding, and seeking angel investors.

In sum, the integration of the theoretical and practical applications of courses are shown in the following table:

Table 13: Integration of Theoretical and Practical Skills into BoM Courses

Skills	Practical objectives	Sample of courses
Research skills	Able to respond to problems critically and conduct scientific research ethically.	• Research Methodology for Business • Business Statistic
Entrepreneurial	Able to identify and develop ICT-based business concepts.	• Technopreneurship • Small Business Management
ICT Literacy	Able to implement the applied technology to enhance business.	• ICT for Creative Industry
Leadership	Able to lead groups, and enhance self-confidence and personal development.	• Transformational Leadership
Communication and International Exposures	Able to demonstrate (national and international) language proficiency.	• English & Bahasa Indonesia • Business Communication
Ethics and Law	Able to implement industrial ethics and law.	• Business Ethics • Business Law
Stock-market Analysis	Able to determine and analyse stock-market trends and developments.	• Fundamental of Investment • Technical Analysis

Theory and practice in the **MMT** programme are integrated in the following ways:

- Case Study Teaching Method: Students are able to explore topics using critical thinking to generate solutions to real business problems. Students must synthesise recommendations with the relevant supporting theories and frameworks (as indicated in the curriculum, case studies are used for mid-term or/and final exams).

- Industry practitioners: Part of the MMT's faculty members.

- Final Project: Students must use the real case relevance with their company and industry to conduct selected research streams and solve problems using the theoretical, practical, and technological aspects of the organisation.

- Industry Expert Visitation: As least two sessions of each course must be taught by industry experts to share practical knowledge and experience.

- Periodic Webinar: Industry practitioners are invited to speak about contemporary business issues and potential solutions.

- Expert Examiner: Practitioners are examiners in the final project.

- Curriculum Integration: MMT collaborates with the Project Management Institute in designing the Project Management course and with TM Forum in developing the Digital Maturity Model for the "Digital Transformation Project".

Through its curriculum, the MMT programme integrates the following practical objectives:

Table 14: Integration of Theoretical and Practical Skills into MMT Courses

Skills	Practical objectives	Sample of courses
Research Skills	Able to respond to problems critically and conduct scientific research ethically.	• Project Research Methodology
Problem Solving with Integrative Thinking	Able to solve business problems using an interdisciplinary approach of management studies.	• Technology Industry and Competitive Analysis • ICT Planning and Evaluation • Information System and Software Management
Business-Technology Integration	Able to plan, evaluate, and develop technology capabilities to achieve strategic, tactical, and operational corporate business objectives.	• Technology Industry and Competitive Analysis • ICT Planning and Evaluation • Business Model, Strategy and Innovation • Information System and Software Management
Leadership and Collaboration	Able to work as a team, and to lead and exchange views or ideas in order to achieve the desired results through good communication, negotiation, and conflict management.	• Digital Leadership and Social Responsibility
Global Citizenship with Societal and Ethical Responsibility	Have an understanding of the social and ethical dynamics at both global and regional levels that can ensure the sustainability of a business and its technology initiative.	• Digital Leadership and Social Responsibility
Entrepreneurship, Creativity, and Innovation	Able to apply the entrepreneurship concept by capitalising upon strategic opportunities and successful innovation.	• Value Creation and Innovation Management • Business Model, Strategy and Innovation

<u>Interdisciplinary thinking</u>

Interdisciplinary contents provide students with theoretical and practical knowledge, entrepreneurial spirit, and ethical responsibility.

The **BoA**'s learning outcomes cannot be achieved solely through delivering knowledge since students must have an understanding of scientific fields other than accounting to be able to complete their work. Examples of this interdisciplinary thinking include the application of social responsibility when making future predictions on the value of a company, or when solving ethical dilemmas using ethical principles (ELO 1). Moreover, accountants need knowledge of the business environment like the legal consequences of their actions (ELO 2). Accordingly, several courses outside of accounting offered to students meet these needs ("Business Law", "Management Information Systems", "IT Compliance and control", "Civics")

The **BoM** programme emphasises preparing students for an occupation requiring transdisciplinary or interdisciplinary knowledge. Tiered courses begin with foundational classes covering both basic and logic-numerical skills. ICT-based courses, business statistical courses, and some management introduction courses are offered during the students' first year of study. Technology-based courses are held and organised by the Information Technology Faculty. Some courses related to communication sciences are taught by communication science lecturers. These courses help students understand the management tools which contribute to, and aid, future decision-making and problem-solving based on scientific and logical approaches. Students expand their knowledge and understand the relationship and interconnection of different subjects. Interdisciplinary courses include: "IS100 - Management Information Systems", "EM 808 - Applied ERP", "EM 918 - Business Statistics", "EM 921 - HR Information System" and "EM 606 - Integrated Marketing Communication".

The **MMT** programme prepares graduates for roles (e.g., digital entrepreneur, digital business development and strategist, organisation management) that require interdisciplinary thinking due to the increasing role of technology in business and management (e.g. management, ICT, entrepreneurship). Interdisciplinary study occurs in all subjects. For instance, as developing competitive strategies in the digital era requires knowledge of business, strategy, technological know-how, and financial acumen, these are all incorporated into several subjects. Some examples of interdisciplinary courses include: "MT111 - Value Creation and Innovation Management", "MT 251 - Digital Leadership and Social Responsibility", "MT 131 - Technology, Finance, and Capital" and the "MT 231 - Managing Technology Project".[21]

Ethical aspects

The ethical aspects learned are based on the principles of the UMN's 5C Values (caring, credibility, competency, competitiveness, customer delight). These values can be found by stakeholders on the UMN website, and are showcased in the UMN's working culture and learning environment. The UMN established its Code of Ethics for Students and Lecturers to create a comfortable, safe, and violence-free environment. The ethical values are introduced to every new student and guide their learning progress. This code includes a character building programme for undergraduates and a "Business Ethics" and "Social Responsibility" course for MMT students.

The identification and reflection of ethical aspects are strongly promoted, and are considered key competences and an integral part of the **BoA**'s ELO (specifically, ELO 1). Indonesian accounting practices include a mandatory professional code of ethics for accountants and auditors issued by professional associations of accountants and auditors (IAI and IAPI). Moreover, students study the code of ethics explicitly in elective courses, such as "EA 622 Ethics and Corporate Governance" (Concentration Auditing), and "EA 672 Professional Business Ethics" (Track 1: Internship).

Ethical aspects in the **BoM** programme are represented and based on the principles of equality, collaboration, and respect. The ethical aspects are particularly covered in "EM 203 Business Ethics", which is a compulsory course and has a minimum grade B requirement. Students can also study the code of ethics and laws in "EM 512 Business Law". The BoM programme has designed a tagline called Holistic and Contextual Learning (HCL). The tagline encourages students to master

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[21] see self-evaluation report p. 26 for a list of all interdisciplinary courses and corresponding ELOs

all concepts of management aspects holistically, not partially, and to understand its theoretical and practical relevance, as well as its implementation. The BoM's ethical aspects promote the implementation of UMN values, which balance the students' academic achievement with virtuous characteristics.

One of the **MMT**'s ELOs is to guarantee that graduates have a strong understanding of social and ethical issues that can ensure the sustainability of a business and its technological initiatives. The MMT emphasises social awareness in technology-based innovation, for example, in the following classes:

- "MT-251 Digital Leadership and Social Responsibility": In order to adapt to the rapid technological changes that drive the world of business, the MMT highlights the need for a new leadership culture, and leaders with new skills, behaviours, views, and ideas.

- "MT-111 Value Creation and Innovation Management": This course focuses on innovation for social impacts.

- "Business Ethics Topic" at the Matriculation Session.

- Student community outreach programmes as part of graduation credit points.

Methods and scientific practice

Students acquire skills to do research-oriented work and apply them in their respective vocational fields via project-based subjects. These involve collaborative teamwork, and discussion group approaches. Students learn how to write academic papers through various written papers and assignments (individual and group assignments). "Academic Guidelines" have been formulated. Furthermore, the result of lecturers' research is routinely integrated in the curricula and can be used as teaching materials. The University also encourages lecturers to involve students in research activities. The outcome of research collaboration between lecturers and students includes the publication of books and articles, technology application, and intellectual property rights.

Information on plagiarism is explained in the Academic Handbook and Final Project Guidance Handbook for each study programme, and Turnitin Software assists both students and lecturers to check for plagiarism. The Rectorate Decree No. 297/SK-R/VIII/2021 about Thesis and Final Project Guidelines for Diploma, Bachelor, and Master Programs describes the consequences in cases of fraud.

The learning process in the **Bachelor of Accounting** programme is designed to provide students with the methodological competencies necessary to conduct thorough scientific research. Students learn to use several data sources and necessary references such as statistical data, annual financial statements from the Indonesian Stock Exchange, updated tax regulations from the Ministry of Finance, economic indicators from the Central Bureau of Statistics Indonesia and the Central Bank of Republic of Indonesia, and various scientific journals (accessible from the UMN Library and Knowledge Centre). Moreover, several courses aim to guide students to gain methodological competencies like "EA 670 Research Methodology in Accounting" (including SPSS Lab) and "EM918 Business Statistics".

The **Bachelor of Management** programme has been developing materials and emphasising research as part of the teaching-learning process. Students take "Business Research Methods" in the fifth semester as the first introduction to scientific research. In this course, students learn and

implement basic research designs for business in general. The students learn how to make a research proposal and create the final report, along the way learning how to identify a research problem, determine a suitable research design for quantitative and qualitative studies, appropriate sampling methods and data analysis techniques, as well as how to interpret data and generate business problem solutions. Although students learn both quantitative and qualitative approaches, they tend to use quantitative approaches in their final project.

Student's ability to do research is further sharpened based on their respective focus, such as Financial Research, Marketing Research, Operation Research, or Human Capital Research as preparation for designing undergraduate thesis writing. Furthermore, students who focus on entrepreneurship must take a Business Plan course. All students are equipped with analytical abilities with courses, such as "EM 918-Business Statistics" and "EM932-Economic Digital Transformation" in the first year. All research focus courses are mandatory requirements for completing the final thesis.

To ensure the acquisition of methodological competences and the ability to conduct scientific work, **Master in Technology Management** students learn to:

- Frame business and organisational problems or opportunities with their respective industry context by conducting analyses, observations, and prioritisations. The subjects introduce various frameworks for understanding the industry context, such as an organisation's internal and external forces.

- Develop hypotheses for problem-solving or capitalising upon opportunities. The case studies and best practices are used to better understand if a particular problem can be solved or if opportunity can be capitalised upon.

- Test hypotheses using observation and experimentation. Testing is part of subject assignments to solve case problems or final projects.

- Draw a conclusion based on the hypothesis testing that will generate new knowledge. Conclusions are drawn based on the data collected as part of their subjects' assignment and final project.

- Acquire credibility by publishing their research in an accredited journal, or proceeding or developing a prototype with registered intellectual property rights.

- Disseminate research results in international conferences.

- Share knowledge to enrich community welfare through community outreach programmes.

These seven methodological and scientific principles are taught and discussed in the student's final projects, where they must choose whether to conduct either an Academic Research Project (ARP), a Digital Transformation Project (DTP), or a New Venture Project (NVP) with a real case from their respective industry and organisation. The course "Project Research Methodology" (MT171) helps students prepare their final projects through learning about scientific business research methods, qualitative and quantitative methods, digital transformation methodologies, and new business model development and validation.

Examination and final thesis

The UMN established a policy stating that student assessment should not only focus on examination scores, but also classroom processes and activities. The evaluation using the OBE assessment

approach was measured to ensure that the ELOs of the BoA, BoM, and MMT programmes would be achieved. Students are informed about the exam model and the grading system for each course in the first week of class. The grading information system is made available in the syllabi and the Academic Handbook. Most course exam scores consist of at least three aspects: final-term exam, mid-term exam, and activity assignment. As the COVID-19 pandemic resulted in all classes being conducted online, the assignment activities have the biggest contribution to students' final grades:

- Assignments (pre-test, post-test, quiz, individual/group assignment): 40 %

- Mid-Semester Examination: 25 %

- End of Semester Examination: 35 %

These three assessments measure the attainment of the Course Learning Outcomes (CLOs). Thereof, assignments are of various types, including exercises, projects, case studies, or quizzes. For exercise or quiz assignments, feedback is given after the assignment or at the next meeting. For projects or case studies, feedback is given directly after students' presentation in order to provide immediate insights and suggestions for improvement. Lecturers must provide the rubrics and answer keys for each assignment to the students.

Exemplary rubrics from a case study assessment about FinTech in Kenya (MMT programme course "MT-131 Technology, Finance & Capital") are shown in the following:

ASSESSMENT RUBRIC (for Question 1):

Rated aspect	Assessment criteria				
	Very Poor	Poor	Satisfactory	Good	Excellent
	< 45	45-54	55-69	70-84	(Score ≥ 85)
Three Kenya's FInTech success strategy	Not be able to mention explain the three Kenya's Fintech success strategy	Only mention three Kenya's Fintech success strategy without further explanation	Able to mention and explain one Kenya's Fintech success strategy	Able to mention and explain the two Kenya's Fintech success strategy	Able to mention and explain the three Kenya's Fintech success strategy

Figure 6: Assessment rubrics example

The mid-term and final-term assignments adhere to the following formats: paper-based, presentation, individual project report, and research report. The UMN uses the LMS to conduct exams. Based on this format, there are two types of online exam: take-home and on-site. The former grants the students two weeks to access the questions before the deadline, while the latter must be completed synchronously on-site given the examination schedule (1–2 hours). After the examination, students can observe their scores and see the feedback through the Online Academic Information System (my.umn.ac.id). The final score will be announced in letter grades A, A-, B+, B, B-, C+, C, D, E, and F (Diploma Supplements provide detailed information on the grading system). Lecturers have to submit the mid-term and final test results within 14 days after the exam has been completed. Students have the right of an explanation should they be unsatisfied with their grades. Lecturers must accommodate students' complaints.

The test formats in the **BoA** programme are in alignment with the respective ELOs and include the following:

Table 15: List of assessment formats

Taxonomy	Test Format	ELO
C1	Quiz with true/false questions or multiple choices	ELO 4
C2	Quiz with multiple choices (conceptual) or short essays	ELO 4
C3	Quiz with multiple choices (computational) or computational cases	ELO 4
C4	Conceptual cases, presentation, conceptual computational	ELO 4, 5, 8, 9
C5	Case studies, presentation, projects	ELO 3, 6, 7
C6	Case studies, Presentation, projects	ELO 1, 2, 3

The student assessment in the **BoM** programme is conducted holistically (i.e., not exclusively exam-oriented). The BoM implements various kinds of examination forms to fit the variety of the learning processes, such as portfolio and project assessments. Answer keys are used to assess theoretically based examinations while rubrics are commonly used at final theses and internship examinations (rubrics are for example internship quality, report quality, or presentation quality). These approaches help lecturers ensure that all students can achieve the Course Learning Outcomes (CLOs).

Course Exams in the **MMT** programme ensure that the CLOs are achieved. There are two exam checkpoints on each of the courses: mid-term and final-term examination. The questions refer to the fulfilment of the CLOs. The teaching team is responsible for examination grading, and is provided with a rubric to measure the capability of problem identification and integrated interdisciplinary approaches for proposing solutions to problems. The students are given two weeks to work on the take-home case study for the mid- and final-term course examinations. The take-home examinations can be team projects built during the course or problem-solving case studies that allow students to use various frameworks to solve and answer the questions.

Internship/Final projects

The MBKM internship programme consists of the following four courses: "Professional Business Ethics", "Industry Experience", "Industry Model Validation", and "Evaluation and Reporting". **BoA** and **BoM** students must attend and pass the defence exam for the internship and thesis courses. The detailed information of the internship programme, as well as thesis courses, is available in the Internship Handbook BoA and BoM, and the Thesis/Final Project Handbook BoA and BoM. The final grade of the internship course (BoA and BoM) consists of 60 % given by the company's supervisor and 40 % given by the internal examiner.

BoA internships are conducted for six months (907 hours) starting with the submission of a proposed company for a student placement. The proposal is submitted to the programme head, and contains details of the work that will be conducted within the company during the internship (which must be closely related to the accounting/audit/taxation/information system). During the internship process, students are accompanied by one lecturer as a supervisor, in addition to the company's direct supervisor. Furthermore, students must complete an Internship Report that is presented at the end of the internship period in a seminar attended by supervisors, assessors, and direct superiors. As part of the final thesis preparation, BoA students begin by submitting thesis proposals compiled according to the "EA 670 Research Methodology in Accounting" course.

These proposals must cover the following content:

- literature review,
- topic and title of the research,

- research background,

- underlying theories, and

- details of the population and sample.

The topic of the proposals should be related to accounting/taxation/information system/audit. The proposals themselves should use primary or secondary data, and be further submitted and examined in a proposal seminar conducted by appointed lecturers. The final decision grades are: accepted without revision, accepted with revision, or rejected. Once done, the students prepare the final thesis accompanied by one advisor for one semester. Final theses are examined in theses defence sessions that are attended by the advisors and two examiners (who include guest examiners from outside the programme or University to provide input for improving the students' theses). The final decision of this thesis defence is either PASS or FAIL.

During their final study, **BoM** students must complete both internship and thesis/final projects (for entrepreneur focus). The internship programme is designed to increase a student's competence in their most relevant field based on their focus. At the end of the internship period, students must complete the internship report which will be validated by assigned instructors. Once the report is validated, students must register themselves for an internship assessment session.

In the final project, students must submit the final research report that comprehensively explains current industry problems related to their focus. The final project report includes identifying research problems, conducting a literature review, presenting the research methodology, collecting and analysing data, and discussing managerial implications.

Further to the final research report, student's with an entrepreneurship focus with selected business ideas are afforded the opportunity to prepare their business development with the *SkyStar* business incubation programme, or receive government funding to develop and accelerate their current business. During the final semester, they create business plans that comprehensively explain their pre-start up or business project journey.

Students must present in front of all internal and external examiners. The internal examiners are BoM lecturers, while the external ones are industry practitioners. All examiners can give the final grades based on the rubric that is already set by the study programme.

Information on the final **MMT** project is available in the respective handbooks according to student's choice of final project: the Handbook of Academic Research Project, the Handbook of Digital Transformation Project, and the Handbook of New Venture Project. All final reports (including the internship and thesis/final project report) must be written using scientific methodology and be free from plagiarism.

Seminar Proposal and Colloquium Exam in the **MMT** programme: These are conducted to provide feedback and grade the final project proposal. The grading criteria are:

- clarity of the research background and phenomena,

- research gap and opportunity,

- role of technology,

- presentation, and

- thesis mastery.

The programme appoints an examination board of three examiners for each of the students.

Final Thesis Examination: At the end of the study, students must report their final project based on their stream selection. The study programme appoints and invites four examiners (composed of a study programme representative, an advisor, a co-advisor, and an industry examiner). There are six grading criteria used to grade each chapter of the final projects in respect to research streams as well as the scientific writing and similarity index. There are three project options for students to complete their final thesis examination:

- Academic Research Project (ARP) with qualitative and quantitative research on business technology behaviour,

- Digital Transformation Project (DTP) that develops digital transformation project roadmap with financial feasibility, and

- New Venture Project (NVP) that develop new business model validation on the existing business.

Appraisal:

The curricula are well-designed and structured. Contents are well-balanced, logically connected and support the achievement of the defined ELOs of the programmes. The areas of specialisation enable students to acquire additional competences and skills that sharpen their professional profiles. Parallel classes are closely aligned through defined common course syllabi.

The degree and programme name correspond to the contents of the curricula and the programme objectives (ELOs).

There is a strong emphasis on practice throughout the programmes. Teaching and examination methods include case studies, practical objectives are formulated in correspondence with the overall programme objectives, and the teaching staff possesses elaborate practical experiences. The strong emphasis on practice is further exhibited in the final thesis projects, which are conducted together with the student's company and accompanied by a final presentation in front of company representatives.

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.

Methodological competences are thoroughly trained in the three programmes (SPSS laboratory in Bachelor of Accounting, business research methods in Bachelor of Management, Master in Technology Management). UMN's plagiarism strategy is adequate to ensure scientific practice. Students are equipped with the necessary skills for research-oriented work and for applying those skills in their respective vocational fields. This is exhibited in that students already publish papers during their studies together with lecturers who enrich the courses with their own research.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. In the assessments the panel reviewed for the accreditation, they could verify the use of these established criteria. The panel **recommends** though, to include more explorative notes on student's assessments to give them a qualitative feedback on their work. Regarding the policy

that obliges lecturers to grade student's exams within two weeks, the panel suggests to adjust the time frame for the lecturers so that they can give their students a more qualitative feedback.

The panel **recommends** to improve the variety of examination forms. Exam papers dominate in the Bachelor programmes and Case Study Exams in the Master programme. At the same time, final grades comprise more than the grade of the final examination. There are various assignments students need to complete throughout the semester (individual and group assignments, quizzes, presentations, papers). The University should use the same variety for assessing final course learning outcomes.

The panel highlights the use of smaller course learning outcomes (CLOs) that break down the overall expected learning outcomes (ELOs). On the one hand, these make it easier for students to follow the courses. On the other hand, the monitoring of student's progress and performance is more manageable and lecturers can precisely follow up and adjust teaching and examination methods if necessary.

UMN promotes ethical aspects and shows its concern for the environment for example with its Green Campus initiative.[22] At the programme level, ethical aspects are integrated as part of each study programmes' ELOs. In this way, the programme management makes sure ethical considerations are made mandatory in each of the curricula. Moreover, each programme emphasises holistic ways of thinking and conscious decision-making. Social, juridical, economic, and environmental implications are always considered and explicitly addressed in the content of several courses. Furthermore, interdisciplinary thinking and ethical aspects are at the core of the MBKM and further elective courses in all three programmes.

	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		

[22] see chapter 4.4

3.2 Structure

	Bachelor of Accounting	Bachelor of Management	Master in Technology Management
Projected study time	8 semesters/ 4 years	8 semesters / 4 years	3 semesters/ 1.5 years
Number of Credit Points (CP)	147 National Credit System (= 256.3 ECTS credits)	145 National Credit System (= 252.8 ECTS credits)	36.7 National Credit System (= 63.9 ECTS credits)
Workload per CP	170 minutes/credit, includes: * 60 minutes for pre-class (assignment or individual learning) *50 minutes for class session * 60 minutes for post-class (assignment or individual learning)		
Number of courses	45	59	14
Time required for processing the final thesis and awarded CP	6 months/ 1 semester 6 SKS/ 10,5 ECTS credits	6 months/ 1 semester 6 SKS/ 10,5 ECTS credits	6 months/ 1 semester 6 SKS/ 10,5 ECTS credits

Modular/Course structure of the study programme

In accordance with the provisions of the Indonesian Ministry of Education, the Bachelor programmes comprise 147 and 145 credits (minimum requirement of 144 credits and maximum of 152 credits) and the Master programme 36.7 credits (minimum requirement of 36 credits). The maximum study period for a bachelor's degree is seven years, and four for a master's degree. Each course is finishes with a final examination. The form and duration of the examination can be found in the curriculum overview and the course descriptions.

Students of the **BoA** graduate with 147 credit points (256.3 ECTS credits). This is intended to provide more elective courses that enhance the graduate's competency. This includes 63 % theoretical courses and 37 % practical/field work. Students take seven to eight courses in the first five semesters equating to around 33 to 38 ECTS credits per semester. Most of the courses equal 3.49 or 5.23 ECTS credits, with one exemption: "Introduction to Multimedia Technology – Lab" with only 1,74 ECTS credits. The sixth and seventh semester in which students do their MBKM and their internship each equal to 34.87 ECTS credits. The final semester adds 10.46 ECTS credits that students gain for doing their final projects.

The **BoM** comprises 145 credit points (252.8 ECTS credits), thereof 62 % lectures, and 38 % practical/lab activities, fieldwork, and research. All courses comprise 3.48 or 5.22 ECTS credits. Students take seven to eight courses in their first five semesters. In their sixth and seventh semesters students do their compulsory internship and their MBKM for 35.3 ECTS credits each. In their final eighth semester students receive 10.44 ECTS credits for their final thesis.

In the **MMT** programme students follow a predetermined curriculum (including matriculation class) from semesters 1 to 3. If students need to retake any courses, they can do so at the beginning of the third semester. 78 % of the credits are delivered as lectures in semesters 1 and 2, while the remaining 22 % are delivered in semesters 2 and 3 as the final project and its preparation. There are two matriculation class courses for 0.6 ECTS credits each. Next to the matriculation, the first semester comprises five more courses for 5.2 ECTS credits each, adding to a total of 27.3 ECTS credits in the first semester. The second semester consists of three courses of 5.2 ECTS credits and three courses of 3.5 ECTS credits, adding up to 26.2 ECTS credits in the second semester. The third and final semester students work on the final projects and receive 10.5 ECTS credits.

Table 16: Composition of Student's Learning Activities

Course Delivery	BoA			BoM			MMT		
	National Credit System	ECTS	%	National Credit System	ECTS	%	National Credit System	ECTS	%
Lectures	91	158.67	63%	90	156.96	62%	28.7	50	78%
Practical/ Lab activities	10	17.44	6%	9	15.61	6%	-	-	-
Fieldwork	40	69.74	27%	40	69.74	28%	-	-	-
Research/ Thesis	6	10.46	4%	6	10.46	4%	8	13.9	22%
Total	147	256.31	100%	145	252.81	100%	36.7	63.9	100%

SKKM in all study programmes

Students are encouraged to gain 20 Students' Activities Credit System (SKKM) points from various extracurricular student activities, such as talent scouting (4 points), community outreach (4 points), scientific or critical thinking (6 points), and organisation activities (6 points). The students' activities credit system (SKKM) points are not counted for in the curriculum as they are intended to encourage the students to experience other activities besides their academic activities to increase their soft skills. The record is attached to the diploma supplement as additional information.

Study and exam regulations

The UMN adopted the National Regulation, in which each academic year is comprised of an odd and even semester. Each semester has 16 weeks, and includes lecture sessions, and mid and final examinations. UMN provides the degree certificate, academic transcript, and diploma supplement for all graduates. Moreover, for bachelor's degrees, the professional certification is compulsory, whereas master's students may take the professional certification as part of their career advancement.

The UMN provides an academic information system, which is used by all lecturers and students to support learning and teaching processes as scheduling and grading. Based on UMN regulation, assessments are composed of three compulsory parts: activity, mid-term and final-term. Examination dates are determined by the *Academic Information Bureau* and communicated to the study programme, lecturers, and students through the academic calendar. Written exams are held twice per semester (mid-term and final exams). Students are allowed to take the exam if they have attended a minimum number of classes and each student must sign the attendance form when they

enter the examination room. All lecturers and students can access the study and exam regulations in the academic handbook online.

All courses can be finished in one semester. Hence, the structure of the programmes make it possible for students to study or do internships abroad. In the Bachelor's programmes this is further encouraged by the option of three elective semesters including the MBKM schemes. Agreements with partner universities exist.[23] The Academic Handbooks define the procedure for "Study Program Transfer" and "Transferring Students from Other Universities". All transfers are dependent on student GPA scores (at least 2.0 for UMN students wanting to go abroad and 2.75 for students wanting to join UMN) and students from other universities need to take the standard tests that are part of the regular UMN admission procedure. The different entrance tracks[24] provide for the recognition of non-academic achievements. Students receive an acceptance letter with information on requirements for them to enter the respective programme and to graduate.

<u>Feasibility of study workload</u>

UMN has implemented a regulation for periodic and scheduled academic consultation to gather adequate student information related to their study progress. The students are assigned with one dedicated lecturer as their academic advisor. For both BoA and BoM programmes, students need to have a minimum of three consultation sessions each semester before taking upper courses in the subsequent semesters. When students face certain study obstacles, their advisors offer solutions and recommendations. In case the obstacle proves to be too complex to solve, the advisors must report to the heads of the BoA/BoM programmes for an extended consultation and coordination. The main objective of providing feedback during consultation sessions is to motivate students to exert greater efforts in their studies and to help them find the most relevant solutions. Should the problem be psychological in nature, then it could be referred to a psychologist provided by UMN. Further to scheduled academic consultation, UMN also implements real-time feedback upon class sessions conducted via e-learning platforms.[25]

Moreover, a study evaluation is intended to determine the feasibility and ability of students to continue their studies at UMN. The evaluation is carried out periodically at the end of each semester and is based on the Grade Point Average (GPA), the Cumulative Grade Point Average (CGPA), and the number of credits taken at the time the evaluation was carried out. According to UMN, the normal study load for the student is eight hours a day ($\approx$ 18 SKS or 31,4 ECTS credits per semester) to ten hours a day ($\approx$ 20 SKS or 34,9 ECTS credits per semester). This workload is applied to the first year of all bachelor programmes. In the following years, students are able to adjust their workload based on their performance in the previous semester, with a maximum workload of 24 SKS or 41,85 ECTS credits per semester.

Besides looking at student's performance with the help of the GPA, the University handed in new student evaluation forms that include more specific questions about the courses they took including one explicit question on the student workload ("I feel the study load (credits) for this course is fair"). This questionnaire is going to give the programme management insight about student's actual workload.

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[23] see chapter 4.3
[24] see chapter 2
[25] see chapter 5

Periodically, the Internal Quality Assurance Bureau, along with the Academic Information Bureau, provides the evaluation result of the programme's success rate. Moreover, there is an early warning system for all students if they have potential delays to their study time, and this information is distributed to the academic advisor so that they can provide further academic consultations.[26])

The **BoA** and **BoM** programmes follow government regulations regarding the minimum workload. Students can take between 19 and 21 SKS credits in the first two semesters. Starting from semester three, the number of credits that can be taken is based on the GPA obtained in the previous semester. Students whose GPAs are higher than 3.5 are entitled to take up to 24 credits, whereas those with GPAs under 3.00 can only take a maximum of 21 credits.

Table 17: Average GPA's for BoA and BoM students

| Graduate Year | Bachelor of Accounting | | | Bachelor of Management | | |
| | Number of Graduates | GPA | | Number of Graduates | GPA | |
		Average	Max		Average	Max
2018-2019	50	3.40	3.91	142	3.23	3.94
2019-2020	32	3.27	3.91	134	3.19	3.92
2020-2021	43	3.28	3.96	124	3.28	3.96

The **MMT**'s Junior Executive Programme was designed to be completed within three semesters, whereas the Senior Executive Programme can be extended to a maximum of eight semesters (based on student work and study load). In addition, the students have to take compulsory matriculation classes. Students who do not pass particular courses can re-take the exam in semester 3. The study programme provides academic guidance, counselling, and final project guidance outside of the study time to ensure that students can complete their work on time. Students graduate on average in 2.65 semesters .[27]

Table 18: Average GPA's for MMT students

| Graduate Year | Number of Graduates | GPA | |
		Average	Max
2020-2021	49	3.8	4
2021-2022	13	3.8	4

Equality of opportunity

UMN has enforced several measures to ensure all prospective and current students have an equal opportunity regarding admission, participation, and the completion of their studies at the UMN. The rate of female students admitted in the odd semester of 2021 was 31 % in the MMT. In the Bachelor programmes there are almost as many female as male students and from those female students admitted into the programmes the rate of those able to finish their studies is higher than for their male colleagues.

UMN provides barrier-free infrastructure for students with disabilities (such as wheel-chair friendly accesses to all facilities, and braille buttons in all lifts). Each study programme provides a mentoring programme for disabled students that is organised by the student union. Special training

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[26] see self-evaluation report, p. 47
[27] see self-evaluation report, p. 48

is given periodically to lecturers on how to cater to the needs of students with disabilities to ensure that the students have equal opportunities following delivered courses. Every year, the Student Support Department, along with the Admissions Office, review the number of psychologists – and other support services for those with disabilities – required to support the growing number of new students. The Student Support Department offers support such as psychological counselling, scholarships, or tuition fee discounts. The following scholarship options are provided:

- <u>Achievement track</u>: UMN provides a scholarship for prospective students with good academic and non-academic achievements. In academics, high school students have to achieve the top five in the class and/or top ten parallel classes from a selected high school. The prospective students have to present their academic reports. For the non-academic, the high school student may have won a competition in sports or art. To qualify for the scholarship, prospective students have to include a recommendation letter from the schoolmaster. The amount of scholarship is determined based on the academic rank and the level of competition of the students.

- <u>Entrance test track</u>: The scholarship will be provided to the top 75 % of the test result and/or pass at least 35 points of the passing grade. The amount is determined based on the grade rank. A prospective student with the best score will be rewarded a 100 percent entry tuition fee waiver. The next grade will receive a lower percentage scholarship.

- For already matriculated students, every semester UMN also provides scholarships to the top 5 percent in each study programme. The qualification is based on the GPA in the previous semester. The amount of the scholarship is graded from 100 percent to 30 percent credit tuition fee waiver. This scholarship is supported by a Rector decree. (see Rector Decree about scholarships for academic achievement students)

Additionally, during the COVID-19 pandemic the UMN assisted by offering flexible payment options and reducing tuition costs.

Appraisal:

The programmes are structured based on national standards from the Indonesian Ministry of Education, meaning students graduate with the minimum defined credit points for Bachelor and Master programmes. The credit points translate into three different types of workload: pre-class and post-class assignments, and class attendance. Students can adjust their workload individually after the first year. The statistical data for the study programmes show though that most of the students are able to finish their studies in the expected time frame of eight (for bachelor students) and three (for master students) semesters. Academic advisors and course lecturers ensure that student progress is aligned and suitable to the designated curriculum. Study evaluations accumulate data about student's progress and academic performances that can be used by programme management to make changes to the structure or workload of the study programmes. Data on the programmes' success rates is shared periodically.

The curricula are broken down into courses. Each course has specific course learning outcomes that correspond to the programme's expected learning outcomes. They can be finished in one semester. Practical components, like internships and fieldwork, are integrated in the curricula and accumulate CPs. The course descriptions provide detailed

information of course learning outcomes (CLOs) and further sub-learning outcomes and correspond to the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations, which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a GPA distribution table.

The students' average study durations exhibit that the study programmes' workload is feasible. Workload is spread evenly throughout the semesters with the final semesters carrying less workload, so students can concentrate on their final thesis projects or, in case of the Master programme, re-take exams from the previous semesters. Furthermore, within the semesters workload is spread evenly with examinations taking place mid-term and at the end of the semester. Further activities add up to the final grade for each course. Students' academic advisors provide adequate support concerning their studies. If psychological assistance is needed the academic advisor refers the student to psychological counselling on campus.

The HEI ensures gender equality and non-discrimination. There is assistance in place for students with disabilities as well as special training for all teachers. Counselling is provided for all students with special needs. Scholarships support the financially disadvantaged. The panel **recommends** to introduce the same financial supporting measures as in the Master of Technology Management programme in the Bachelor of Accounting and Bachelor of management programmes to lower the high student drop-out, or resign rate, respectively.[28]

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

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[28] See statistical data for Bachelor of Accounting and Bachelor of Management programme and appraisal at the beginning of the report

3.3 Didactical concept

<u>Logic und plausibility of the didactical concept</u>

Teaching and learning processes are conducted through synchronous and asynchronous e-learning, project-based courses, collaborative learning, teamwork, and discussion group approaches.

The specific course learning outcomes (CLOs) have been formulated to align with the broader expected learning outcomes of each study programme (ELOs). Each course contributes to the achievement of a certain ELO and is evaluated periodically. Thus, the learning methods and experiences are constructively developed to achieve the CLO of each course. The UMN has implemented several strategies to develop a learning ecosystem in which students can interact and participate more actively to ensure the achievement of both hard- and soft-skills:

- Student-centred learning is a strategy aimed at encouraging students to participate actively in all courses, and combines such different methods as teaching-based learning, seminars, presentations, quizzes, individual assignments, company visits, problem-based learning, and asynchronous learning.

- Project-based learning includes business plan generation, project management, and collaboration with business incubators.

- Collaborative learning approaches involves case study discussions, focus group discussions, executive sharing, collaborative research with lecturers, study group organisation, involvement in community outreach programmes, and teamwork in competition.

- Business incubators, which for the UMN, refers to *SkyStar* Ventures, enables graduates to become reliable technopreneurs. Through its incubation programmes services such as providing workspaces, coaching, consultation, curricula, and funding the development of business ideas, the students are expected to be able to deliver established technology-based start-ups while at university.

UMN previously established the *Learning Development Centre* to manage blended learning for all study programmes. This department collaborates with the study programme to develop digital content (Asynchronous Courses), and manages the e-learning system to support the teaching and learning process.

The curriculum of the **BoA** seeks to develop the professional, cognitive, and affective capabilities of graduates. Multidisciplinary approaches (such as executive sharing sessions, company visits, and lectures from field experts) and ICT knowledge are emphasized. The curriculum starts with basic level courses and then progresses to more advanced ones.

To help students develop their problem-solving skills in accounting and related fields, the **BoA** uses relevant computational cases in core accounting courses, such as "EA 100 Introduction to Accounting 1", "EA 201 Introduction to Accounting 2", "EA 320 Cost Accounting", and "EA 341 Taxation 1". Within these courses, students practice solving financial and managerial accounting cases, and taxation calculations that are similar to real-world conditions. Moreover, the students are given conceptional case studies in advanced courses like "EA 723 Management Control System", "EA 506 Financial Statement Analysis", and "EA 734 Financial Accounting Standards", where they practice solving real company problems in related fields.

The **Bachelor of Management** has clear objectives for preparing prospective professional managers and young technopreneurs in anticipation of the rapid development of the industry in Indonesia and the world at large, which is heavily influenced by advances in technology and ICT. The BoM's curriculum ensures up-to-date lectures through executive sharing, company/business visits, and collaboration with business incubators.

The BoM has several courses that collaborate with industries, such as "Event Management" collaborating with e-sports, the "Entrepreneurship" course in collaboration with *SkyStar* Ventures, and the Finance course in collaboration with the investment gallery (using secondary real-time stock market data for technical analysis).

UMN was appointed to develop a few courses ("EM 200 - Bank & other Financial Institutions" and "EM 804 - International Finance") in collaboration with the Bank of Indonesia (BI). This programme was supported by the MECRT. The aim of the programme is to educate students regarding Indonesian monetary policy and to equip them with up-to-date knowledge of the newest financial technology ecosystem. The Indonesia Central Bank was involved in designing the course materials, assigning experts as lecturers, designing the examinations, and providing the references materials and grading system for one semester. Some class sessions were conducted directly in BI, thus giving students the opportunity to visit and learn directly from the management. The programme continues when BI invites the students to intern for the following semester and is able to produce a scientific report that benefits both sides. This programme acts as talent mapping in which students have the opportunity to pursue their career in BI.

The **Master in Technology Management**'s curriculum was developed to build the professional capability of graduates in managing technology to achieve their professional or business objectives. Following Bloom's taxonomy, professional capabilities include cognitive, affective, and psychomotor capabilities. Its curriculum intends to help achieve the MMT's study objectives. To achieve the objective of producing internationally minded graduates, the MMT's materials, as well as two courses, are delivered in English. Moreover, it cooperates with international universities, makes use of international case studies and is actively involved in international conferences. The MMT has developed the following learning structure:

Before the classes start in the new semester, new students have to attend the matriculation classes to make themselves familiar with the knowledge of "MT-931 General Business Management" and "MT-911 Digital Business Technology Dynamics".

In the first semester, the focus of the courses are the concepts and theories of management and ICT disciplines. This provides students with a fundamental understanding of the scope of technology management, especially in business organisations.

The second semester focuses on developing the analytical competence of the students via lectures enriched with case study discussions, and journal research papers. To engage with the latest technology management practices, the MMT has invited guest lecturers, especially from companies. Moreover, the learning process is finalised with practical competence development in the form of a final project assignment. Students can choose either the academic research project (ARP), digital transformation project (DTP), or new venture project (NVP).

The MMT has started to conduct pilot programmes that separate student classes for those with over five years' of professional experience (Senior Executive Class) and those with less than five years' experience (Junior Executive Class). The former dedicates 70 % of its study time on the discussion

of case studies and 30 % on the theoretical aspect, whereas these percentages are reversed for the latter class. The purpose of the programme is to foster learning opportunities and experiences for different student profiles as part of the student-centred learning experience.

Course materials

The course syllabus for each course contains the course name, course credits, semester, prerequisites, course status (mandatory or elective), course description, CLOs (that support the ELOs), assignment mapping, topics, weekly learning outcomes, references, evaluation rubrics (including the final grade components), weekly lesson plan (including the learning methods), activities and allocated time, task description, online lesson plan, and learning stages chart.

Lecturers have to upload the syllabus and course materials on the UMN learning management system (LMS). Study assignments, online forums, and digital references from Pearson are also provided on the LMS to encourage students to learn independently and effectively manage their learning pace. To help students prepare and build a strong understanding of their courses, each weekly session is designed with pre-class preparation, and in- and post-class activities provided on the LMS.

Each semester an evaluation is conducted to ensure the contents of the course materials are updated and suitable to industrial conditions. The course materials are developed by a team of lecturers under the supervision of course coordinators. Once the materials are reviewed by stakeholders (e.g., associations, industrial partners, lecturers, and alumni), the final step involves validating them through student feedback in class, mid- and final-term exams, exit and tracer studies, and lecturer peer-feedback. For external stakeholders, the study materials are validated with experts from the government, industry, and other educational institutions.

Guest lecturers

The UMN commits to keeping curricula updated to industry needs. Accordingly, some study programme courses invite industry practitioners as regular guest lecturers. However, the UMN stipulates that only those at manager level can be invited.

In order to enrich **BoA** students with the latest knowledge of industrial and scientific practices that are developing both nationally and internationally that have not been obtained in the courses, the BoA regularly invites guest lecturers from various disciplines to boost the students' knowledge and support the achievement of their ELOs. The involvement of guest lecturers is run through the cooperative programme between the BoA and the Professional Association of Accounting and Auditing, as well as through exchange lecturer programmes with other (local, regional, or international) universities.

Table 19: List of guest lectures (BoA)

Institution	Title	Expertise	Topic
Universiti Utara Malaysia (UiTM)	Lecturer	Corporate Reporting	Inventory and Investment Properties
Universiti Utara Malaysia (UiTM)	Lecturer	Corporate Reporting	Financial Instrument and Non Current Assets
International Auditing and Assurance Standard Board	Deputy Director	International Auditing	IAASB - The Future of Audit
Price Waterhouse Coopers	Director	Auditing	Future of Audit and Financial Reporting
Ministry of Finance - Republic of Indonesia	Head of Financial Institution Development	Government Accounting and Auditing	Future of Audit and Financial Reporting
International Chartered Accountant of England and Wales (ICAEW)	Research Lead Tech Faculty	Data analytics and visualization	How Data Analytics Shapes Future Opportunities for Accountants
Binus University	Lecture Specialist S3	Data analytics and visualization	Intro duction to Data Analytics and the Use of Phyton Application

BoM guest lecturers are regularly invited at least once for each semester and come from a variety of occupations related to specific skills, such as human capital organisation, stock market finance, marketing and brand operation, supply chain and distribution, and entrepreneurship. Moreover, the practitioner-conducted executive sharing sessions cover many parallel classes from interdisciplinary courses.

Table 20: List of guest lectures (BoM)

Institution	Position	Topic
SKawan Food	Head of Vocational Program in International Business	Human Capital Research Trend
Founder paw.id	Founder paw.id	Digital Transformation of Pet Business
Digital Media TikTok	Regional Vertikal Lead - Digital Media TikTok	Content Marketing in Digital Era
PT Dyandra Promosindo	General Manager	Implementasi Organization Development di PT Dyandra Promosindo
Haruka Evolusi Digital Utama	General Manager Program Management Office (Transformation) - Communication & Supporting	Business Transformation during Pandemic
Manager HRGA Department Haruka Evolusi Digital Utama Telkomsel	Manager HRGA Department Haruka Evolusi Digital Utama Telkomsel	The Role of the HR Professional in Creating a High-Performance Organisation - HR Superpower for 2021

The **MMT** programme invites two guest lecturers either from the industry or partner universities in every course – except for the seminars and colloquium. This helps broaden student's knowledge on contemporary issues in industry and academia.

Table 21: List of guest lectures (MMT)

Company's Name	Position	Course Name
Direktorat Jenderal Kekayaan Intelektual (DJKI), Kementerian Hukum dan HAM RI	Pemeriksa Ahli Madya	MT111 - Value Creation and Innovation Management
Marketplace Manurung-Belanja.com, Boniagaku.com and Kranjangku.com	Founder	MT131 - Technology , Finance and Capital
PT Perisai Bhakti (Insurance Broker & Consultant)	Chief Finance Officer	MT131 - Technology , Finance and Capital
Biro Komunikasi dan Teknologi Informasi (Sekretariat Kementerian Koperasi dan UKM)	Kepala Bagian Hubungan Masyarakat	MT141 - Marketing and Digital Communication
Kyungsung University, Busan, Korea	Professor	MT151 - Information System and Software Management
Universitas Indonesia	Professor	MT241 - ICT Planning and Evaluation
Project Management Professional	Project Management Professional	MT231 - Managing Technology Project
Alteacare	Head of Marketing	MT141 - Marketing and Digital Communication
Jobstreet Indonesia	Head of Digital	MT141 - Marketing and Digital Communication
Liverpool John Moores University, UK	Senior Lecturer	MT151 - Information System and Software Management
Halodoc	Advisory Board	MT161 - Business Model, Strategy and Innovation

Lecturing tutors

For the bachelor programmes the UMN implemented the *Lecturing Tutors Program* as a way to give appreciation and financial support to those senior students who spent time and effort tutoring their juniors. Lecturing tutors are involved in teaching activities without additional fees collected from students. Tutors act as facilitators who guide students to complete practical/computational exercises related to the theory that has been learned in class. Tutors assist students in completing exercises and answer student questions regarding the theoretical basis for working on these questions. At the beginning of the semester, tutors prepare drafts of the tutorial course containing computational practice questions, including answer keys, and discuss them with the course coordinator. After the design is approved, the questions are distributed to students. For each

semester, tutors evaluate the students' work per meeting, and report the score to the course coordinator.

Some basic **BoA** courses are supported by tutorial sessions to improve student's ability to solve computational cases. In these sessions, students are accompanied by tutors recruited from higher-level students and BoA alumni with the following requirements: have a minimum GPA of 3.00; have a minimum grade of B for basic accounting courses; have passed the microteaching test; and have experience in accounting, taxation, or related fields (this condition is especially important for alumni). The tutors are given special training by the course coordinator before they can guide students. Examples of courses with tutorial sessions include: "EA 100 Introduction to Accounting 1", "EA 201 Introduction to Accounting 2", "EM 916 Finance Management", "EA 302 Intermediate Accounting 1", "EA 320 Cost Accounting", "EA 341 Taxation 1", "EA 403 Intermediate Accounting 2", "EA 404 Advanced Accounting 1", "EA 421 Management Accounting", "EA 442 Taxation 2", and "EA 505 Advanced Accounting 2".

Every semester, the **BoM** recruits between 18–24 tutors and each class is conducted by a minimum of two tutors. Examples of courses including a tutorial: "EM401 Business Mathematics", "EM918 Business Statistics", "EM915 Principle of Accounting", "EM510 Cost Accounting", and "EM511 Management Accounting").

To help students comprehensively understand the course material, the **MMT** programme runs discussion forums through the LMS or social media, and a scheduled additional session, run by the lecturer, acting as the lecturing tutor. For example, "MT171 Project Research Methodology" makes use of the computer laboratory. The MMT provides an additional learning session on Fridays, held outside the regular course schedule to help students fully grasp the technical skills required to conduct research, formulate research problems, and use statistics applications. The lecturing tutorial process is also supported by IT technicians who guide students in the use of campus laboratories, statistical applications, and remote access applications.

Appraisal:

The didactical concept of the study programme follows a thorough process of identifying course learning outcomes (CLOs) for each course based on the expected learning outcomes of the study programme (ELOs) for each study programme. Didactical methods are systematically derived from these objectives and are oriented towards the intended learning outcomes of each course. The panel highlights that CLOs and ELOs are not just words, but the UMN lives the concept by closely monitoring all academic processes and the study progress of its students and ensuring alignment on all levels. Different teaching and learning methods are used, especially regarding the practical orientation of the study programmes (case studies, laboratories, internships, projects with companies, company visits). Students are encouraged to actively participate in class via presentations, quizzes and other activities that focus on student's learning process. In their MBKM semester bachelor's students have various options to design their semesters according their individual study and career objectives. In the Master of Technology Management programme three different final thesis options are given.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are regularly invited and their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

There is a Lecturing Tutors Programme in place for the Bachelor programmes and students have reported that it considerably contributed to their grade and study performance. In the Master programme the lecturers themselves act as tutors conducting extra-curricular study sessions and moderation discussion forums to support their students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors		X			

3.4 Internationality

International contents and intercultural aspects

In line with the UMN's roadmap, FB UMN has a strategic plan to develop the international orientation of its study programmes. The strategic plan consists of developing and running international classes in parallel with regular ones. The international content is designed to serve both overseas and local students, and adheres to international standards, is operated in English, and is guided by certain policies and actions. These include:

- delivering some courses in English;

- using English for communication, discussion, presentations, and the final project presentation;

- global exposure through using international case studies;

- providing course syllabi, learning materials, and book references in English;

- providing academic and administrative documentation in English;

- hiring lecturers with international education backgrounds;

- giving students opportunities to compete in international competitions;

- increasing English proficiency of faculty members and staff; and

- setting a minimum TOEFL score as a graduation requirement.

Students have the opportunity to benefit from the Indonesian International Student Mobility Award (IISMA), a scholarship provided by the government to support students' mobility into reputable universities and industries around the world. Students are also given the opportunity to join the student

exchange programme and collaborate with their peers from overseas universities. Various programmes with international contents and intercultural aspects have been implemented, such as conducting courses in English and accepting foreign students.[29]

Internationality of the student body

The UMN has already prepared international classes and accepted foreign students from Korea, China, Taiwan, Malaysia, Ukraine, Australia, Vietnam, Brunei Darussalam, and East Timor. All foreign students must take an Indonesian language class before beginning their courses. These classes are held in Indonesian and all of the students (foreign and local alike) are able to actively participate. For the next intake, the UMN has already prepared an international class programme that will be conducted in English.

The University established the UMN Buddy Club, which is a voluntary programme facilitated by the Internal Student Affairs Bureau. The programme's main aim is to ensure that international students have a smooth transition to their new university environment. Building a connection with the local students is the simplest and most effective way to help international students, who can sometimes feel overwhelmed by the new cultural environment.

In order to increase the number of foreign students in the **Bachelor of Accountig** programme, the University has standardised the curricula and documentation of the teaching and learning process into English, opened bilingual classes, and developed English learning and support materials. Additionally, the BoA aims to offer short courses that use cross-programme and cultural materials to attract more foreign students. During the pandemic, the BoA student body was able to conduct a joint programme in collaboration with the student body of the Faculty of Accountancy UiTM (Malaysia). These activities have served to increase the English language skills of graduates (3.59 of 5.00), as well as lecturers' interest in publishing scientific papers in international journals. During 2021, the accounting programme had two foreign students from East Timor who attended the course from its beginning.

The **Bachelor of Management** was attended by students from China and South Korea. Currently, the BoM has two foreign students from East Timor, and upcoming student exchanges from the UiTM Malaysia. In January 2023, there will be three students from University of Brunei Darussalam attending a business incubation programme and one Iranian student from Sumbawa University of Technology joining BoM. To equip students with an international mind set the BoM programme encourages students to compete in international (academic and non-academic) competitions, such as Best Paper in the International Student Conference on Management and Business Studies (ISCOMBUS 2017), Nanyang Innovation Challenge 2019, Indonesia Capital Market Student Studies (ICMSS FEB UI 2020), SCG Bangkok Business Challenge Sasin 2020, and international choir and break dance competitions in 2019.

The **Master in Technology Management** programme has successfully attracted many students who are residents of foreign countries, such as Malaysia, Taiwan, and China. The programme prepared for incoming international students through launching English-language international courses, student participation in international conferences and competitions, and developing international standards in marketing, networking, and campus environments.

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[29] see p. 55 self-evaluation report

<u>Internationality of faculty</u>

The internationality of faculty is shown in the faculty's international educational background, international certification, international recognition and also international association or membership. There are seven lecturers of BoA, nine lecturers of BoM and twelve lecturers of the MMT programme who earned degrees from international universities. There are nine lecturers of BoA, 16 lecturers of BoM and 13 lecturers of MMT who have international certification in their fields. Meanwhile, there are 21 BoA lecturers, twelve BoM lecturers and 21 MMT lecturers who are able to get international recognition in terms of research, publication or exchange lecturers. In addition, eight BoA lecturers, eight BoM lecturers and seven MMT lecturers became members of international associations.

To increase lecturers' international exposure, the **BoA** established the following initiatives:

- Conducting lecturer exchanges with foreign universities, such as with the Faculty of Accountancy, UiTM Malaysia in 2020, and for Advanced Financial Reporting (IFRS-based) courses by sending three lecturers from the UMN and accepting two from the UiTM in 2021;

- Encouraging lecturers to obtain an international accounting profession degree (ASEAN CPA) ;

- Conducting joint research between UMN and UiTM accounting programme lecturers.

- Encouraging lecturers to participate in bilingual classes;

- Designing asynchronous online learning materials in English;

- Encouraging lecturers to publish in international journals and attend international conferences as part of the Key Performance Indicator (KPI) evaluation.

The **BoM** is promoting the internationalisation of the faculty through:

- Hiring lecturers who graduated from foreign universities;

- Conducting lecturer exchanges with foreign universities (UiTM Malaysia);

- Research Collaboration with UiTM Malaysia, including obtaining grants from university partners;

- Providing some classes delivered in English;

- Enabling lecturers to attend international conferences and encouraging the academic staff to conduct joint research with partner universities from abroad;

- Allowing each academic staff member to participate in one international conference per each academic year;

- Joint Degree Programme with INHA University Korea;

- Certified by AUN-QA (ASEAN University Network-Quality Assurance) in 2021;

- Collaboration with Nanyang University of Singapore at the event of Nanyang Business Challenge since 2019;

- Obtaining an award in Indonesia International Student Mobility Award organised by the government. The BoM student is accepted to have full scholarship at Hanyang University, South Korea.

The internationalisation process has positively impacted the BoM's recognition at the international level through attracting potential collaboration with the University of Brunei Darussalam and conducting student competition in ESG topics with foreign universities.

The **MMT** has already implemented internationalisation as a fundamental element shaping the profile of its study programme. The MMT has designed courses to be delivered in English by faculty members with international attributes or experience. The mechanisms and preparations are as follows:

- Six lecturers graduated from overseas universities;

- Lecturer exchange collaborations with UiTM Malaysia and NDMU Philippines;

- Research collaborations with UiTM Malaysia and NDMU Philippines;

- International certification;

- Professional experience in international companies.

These initiatives benefit students, lecturers, and universities alike. Students will learn and gain experience in best practices about global issues such as cultural diversity and global citizenship. Lecturers can also share knowledge and experience which will raise their teaching and learning to international standards. The University will benefit by enhancing its international presence, brand, profile, and reputation.

<u>Foreign language contents</u>

The UMN believes that mastering foreign languages is important to students' market competitiveness. Therefore, foreign language content is implemented in the majority of the curricula. Most of the textbooks, syllabi, and teaching materials are written in English. The UMN provides mandatory courses in English 1, 2, and 3 as part of the curricula for all Bachelor courses. English 1 and 2 focus on writing scientific papers. English 3 focuses more on listening and speaking skills.

Courses entirely taught in English include:

- "EA 734 Financial Accounting Standards" (BoA)

- "EA 708 Accounting Theory" (BoA)

- "EM 605 Brand Management" (BoM)

- "EM 512 Business Law" (BoM)

- "EM 608 Digital Marketing" (BoM)

- "EM 906 Digital Retail Management" (BoM)

- "EM 303 Financial Research" (BoM)

- "EM 922 Fundamental of Business and Management" (BoM)

- "EM 304 Human Capital Research" (BoM)

- "EM 601 Marketing Management" (BoM)

- "EM 302 Marketing Research" (BoM)

- "EM 401 Mathematics for Business" (BoM)

- "EM 305 Operation Research" (BoM)
- "EM 702 Organizational Design and Behavior" (BoM)
- "EM 301 Research Methodology for Business" (BoM)
- "EM 107 Seminar in Management" (BoM)
- "EM 526 Social Entrepreneurship" (BoM)
- "EM 106 Strategic Management" (BoM)
- "EM 105 Technopreneurship" (BoM)
- "EM 936 Transformational Leadership" (BoM)
- "MT111 Value Creation and Innovation Management" (MMT)
- "MT232 Technology Industry and Competitive Analysis" (MMT)

The UMN implemented an English day every Wednesday to increase the student's self-confidence when communicating in a foreign language both inside and outside the classroom. Additionally, some of the teaching and learning documentation, including support applications (MyUMN, LMS, MBKM), websites, social media, and textbooks, has been written in English to encourage the internationalisation process. In order to increase international exposure, all study programmes have been designed to suit international students for the next intake academic year 2022/2023.

Appraisal:

The study programmes require contents to not only focus on the Indonesian market, as accounting principles and the financial system are bound to global standards and processes. The University strongly promotes international orientation, which is now implemented at the study programme level with an increasing number of English-taught classes, making course materials available in English and integrating international case studies and references. Students interviewed underlined that international aspects of the study programmes were one reason to choose the UMN as a place to pursue their studies. Some of them worked at multi-national companies, exhibiting that UMN students are able to thrive in multicultural environments.

The UMN has implemented adequate measures to promote internationality and increase the number of foreign students in its programmes. For instance, the double degree option and student exchange agreement between UMN and INHA University was maintained by efforts of the UMN despite Covid-restrictions. The panel encourages the University to improve on the international composition of their student body and **recommends** to promote the study programmes, for example with a special focus on the Asian market.

The international composition of the faculty in terms of teachers with international academic and professional experiences promotes the acquisition of international competences and skills. Appropriate measures are taken to make sure that the programmes are fed with contents based on international standards, such as overseas research collaborations for lecturer exchanges and the publication of international papers.

Lectures and course materials in foreign languages predominate. Internationality has clearly become a key element of the study programmes' profile in alignment with the Universities strategic

plan. International certifications like TOEFL or TOIC are required for graduating in all three programmes. However, the learning outcomes of the English courses are not in line with what is required for obtaining international certificates like TOEFL or TOIC. They mainly focus on the practical skills of the students. Hence, the panel **recommends** to review and align the course learning outcomes of the language courses with those of internationally standardised tests like TOEFL, or TOIC.

		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

Students need multidisciplinary skills to ensure their employability. UMN committed to delivering a learning process focused on creating graduates competent in hard- and soft-skills using a student-centered learning approach, which allows every student to actively explore the knowledge, skills, and competencies most related to their field. This also supports the concept of lifelong learning.

Bachelor of Accounting and Bachelor of Management

Both the BoA and BoM believe in the balance of hard- and soft-skill competencies, and efforts are routinely made to sharpen both. Graduates are prepared to contribute to society as much as to succeed academically. Students must participate in particular activities, such as *Basic Leadership Training* (BLT), social outreach, and student associations.

The UMN wants students to acquire communication and public-speaking skills. Therefore, the University provides first-year students with a mandatory programme in the second semester called the *Teamwork & Leadership Programme*, which is intended to improve their decision-making, communication, leadership, and academic skills. The activity consists of seminars, group mentoring, and social projects that are expected to positively impact society. During the programme, students are provided with tips and practices by mentors on how to effectively manage groups and conflicts, and act as leaders, in order to achieve a decent working atmosphere in-group projects. Materials in support of developing soft-skill are given in leadership courses. MBKM programmes allow students to apply leadership and communication skills, problem solving, and public speaking in completing their assignments in one of the selected programmes (e.g., internship, entrepreneurship, community outreach, research, independent projects, or student exchange).

Furthermore, the UMN uses experiential learning methods to help students develop their leadership and communication skills by encouraging them to take part in student organisations or working in committees for student events. Involvement in organisations and committees is expected to be a catalyst for developing attitudes and abilities in leadership and basic communication skills, meaning that students can familiarise themselves with applying these skills in a learning context.

Students are encouraged to have 20 Students' Activities Credit System (SKKM) points from various non-class student activities, such as talent scouting (4 points), community outreach (4 points), scientific or critical thinking (6 points), and organisation activities (6 points).

<u>Master in Technology Management</u>

Students will gain multidisciplinary competencies from an intersection between management, technology, and entrepreneurship disciplines. Other than the interdisciplinary competencies and skills to solve business problems in class, students gather SKKM points from various non-class student activities. MMT students acquire a minimum of five credit units with a combination of one point for campus and student orientation, two points for participation in soft-skill development from a topic specified by the study programme or MECRT, and two points for participation in the community outreach programme.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills during their specially designed Basic Leadership Training and further Teamwork & Leadership Programme (Bachelor programmes). The focus on leadership skills was continuously pointed out by all stakeholders during the digital audit. Students exercise these during group assignments and group projects. Moreover, students can accumulate up to 20 national credits points with non-class activities and are expected to participate in organisations and/or committees.

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

<u>Bachelor of Accounting and Bachelor of Management</u>

The curriculum is designed to prepare students for entry into the job market by providing both hard- and soft-skills, such as those regarding communication, conflict management, leadership, and teamwork. Through these projects, students are trained to work well together, overcome team conflicts, become qualified leaders, and train to be more familiar with public communication.[30]

The UMN also proactively encourages students to become job creators by starting their own enterprise after graduation. Accordingly, the UMN aligns theoretical and entrepreneurial practices through business incubation programmes and entrepreneurship MBKM programmes in collaboration with *SkyStar* Ventures. These entrepreneurship programmes facilitate students' technological idea generation, product and market validation, and general know-how.

The **BoA** is highly concerned with the curriculum's suitability to the needs of the industry in order to most effectively enhance its students' employability. Thus far, the results of the "Tracer Study" for the BoA shows that this suitability is high, as is the satisfaction of graduates with their acquired hard- and soft-skills. The employability is enhanced through the MBKM (Internship Track 2) and the entrepreneurship course. BoA courses with the focus on accounting information systems were developed in response to the needs of the industry for accounting graduates with a mastery of these systems by collaborating with the Information System study programme. The students earn Certifications in Data Visualisation and Data Modelling that are highly necessary in the modern digital market.

To achieve the competencies required by the job market, the **BoM** emphasises the development of hard- and soft-skills. Hard-skills are obtained through a curriculum designed based on input from stakeholders, namely graduates and alumni. Evidence that BoM students already have the skills needed in the world of work is demonstrated through the results of the BoM "Tracer Study" where graduates generally stated their satisfaction with their learned skill sets. In particular for the focus on human resources, the industry required highly-skilled graduates, which the UMN has been able to supply. Digital marketing and warehouse management system skills were developed in the collaboration with the *MarkPlus Institute* and logistic associations. Stock market analysts were prepared by the BoM through an integrated curriculum. Students with a focus in entrepreneurship worked intensively with *SkyStar* Ventures in the incubation programme as well as its curriculum aligning. Professional certifications are compulsory for all students before the thesis can be completed. The scheme of professional certifications are aligned and supported by designated associations with which the BoM collaborates. The scheme of professional certifications are as follows: human resource supervisor, recruitment specialist, productivity analyst, warehouse supervisor, registered security analyst, business development, and brand and sales operations.

Since 91 % of **MMT** graduates are able to gain active employment, career advancement is a major focus of the employability discussion. The results of the "Tracer Study" were used to develop the MMT programme in the following areas: negotiation skills, opportunity seeking and monetising, English language use, and leadership.

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[30] see chapter 3.5

Appraisal:

Employability is promoted through the integration of theory and practice, and through the promotion of multidisciplinary competences and skills. Both run as a common thread of the study programmes through all their courses.

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further (for example projects with companies, obligatory and elective professional certifications during the study programme). The programmes are systematically oriented towards meeting the requirements of the industry and dynamic job market and make use of the results of student tracer studies.

	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 quantity of faculty in relation to curricular requirements

Each study programme has a faculty-managed Manpower Planning Map to assist in managing lecturers according to the competencies and demands of students and the industry. Policy for qualifications, competencies, workloads, and human resource management are regulated by UMN statutes and standards for lecturers and education staff. All lecturers have competent educational backgrounds with a minimum of a master's degree and expertise related to the teaching course – some are also equipped with professional certifications. The full-time lecturers are given the responsibility of fulfilling the Three Pillars of Higher National Education (Tridharma), which consists of teaching, research and involvement in community outreach programmes. The lecturers also serve as academic advisors and examiners for the final project courses, and are involved in planning the course and syllabus. Industry practitioners are also invited to share their knowledge and expertise with the students. These practitioners are chosen based on the following criteria: holding a managerial position, having industry experience, and being experts in the course topic.

The **Bachelor of Accounting** programme has 16 full-time lecturers and two part-time lecturers. To enrich the course delivery, there are three additional international visiting professors from Malaysian universities. There is no Professor in the BoA programme, but two Associate Professors, and four Assistant Professors, while 13 are lecturers. Each full-time lecturer is obliged to fulfil Tridharma (see above), as well as any other tasks assigned to the lecturer (e.g., programme head duties). This obligation is in accordance with government regulations regarding workloads regulated by law and must be reported periodically (per semester) to the government.

The **Bachelor of Management** has 30 academic staff, consisting of 24 full-time lecturers, four part-time lecturers, and two visiting professors from Malaysia and the USA. Every BoM lecturer has a strong academic background suited to the BoM's five major areas of expertise (marketing management, human resource management, finance management, operation management, and entrepreneurship). Moreover, several lecturers also have professional certifications well suited to their area of teaching expertise. One of them is a Professor, two of them Associate Professors, 22 are Assistant Professors, and five are lecturers.

The **Master in Technology Management** has 22 lecturers, who consist of 13 full-time lecturers, four part-time lecturers, and five international visiting professors from Malaysia, the Philippines, and the UK. They are either Professors (six), Associate Professors (four), Assistant Professors (ten), or lecturers (two). MMT faculty members are scientific reviewers in international reputable journals, participate in conferences, and/or are actively involved in national and international associations. Some are equipped with professional certifications.

Academic qualification of faculty

Table 22: Composition of Faculty Members Based on Educational Level, Academic Ladder, and Professional Certification

Category	BoA				BoM				MMT			
	Male	Female	% PhD	% Professional Certification	Male	Female	% PhD	% Professional Certification	Male	Female	% PhD	% Professional Certification
Professors	0	0	100%	100%	1	0	100%	100%	2	4	100%	100%
Associate Professors	0	2	100%	100%	0	2	100%	0%	1	3	100%	100%
Assistant Professors	2	2	50%	100%	12	10	23%	68%	10	0	100%	100%
Lecturers	5	8	6%	100%	2	3	25%	0%	1	1	100%	100%
Full-Time Lecturers	5	11	33%	100%	12	12	23%	68%	9	4	100%	100%
Part-Time Lecturers	2	0	100%	100%	1	3	0%	0%	4	0	100%	100%
Visiting Professors	0	1	100%	100%	1	1	100%	100%	1	4	100%	100%

All BoA lecturers have both strong and varied professional expertise in finance, accounting, taxation, and auditing. 38 % of BoA lecturers hold a doctoral degree.

30 % of BoM lecturers hold doctorates and are highly experienced in economics, strategic management, and research.

All MMT lecturers hold doctorates, and their professional expertise ranges from hospitality and tourism, to IT, systems, finance, entrepreneurship, digital business, project management, and strategic communication. There are currently seven lecturers taking doctoral degrees in the field of management and entrepreneurship in Indonesia and overseas (including the University of Western Australia and UCSI Malaysia).

This aligns with the Faculty of Business' strategy to increase the number of doctoral compositions. These academic qualifications support the scientific publications that have been produced by the FB faculty members. 612 papers were published in 2021 in international journals and books, along with 122 intellectual property rights in the form of patents or copyrighted material. The recognition of faculty members is shown by the increasing number of research grants at the national level, as well as collaboration in international research and publications. The below table presents the number of scientific publications produced by each study programme as per December 2021.

Table 23: Scientific Publications of the faculty

Scientific Publication	Quantity		
	BoA	BoM	MMT
International Journal & Proceeding	19	87	245
National Journal & Proceeding	34	52	52
Books	0	0	28
Books Chapter	0	0	8
Intellectual Property Rights	10	77	122
TOTAL	**63**	**216**	**455**

The process of human resource planning at UMN is calculated based on the future workforce needs that are in line with the FB's "Strategic Plan", "Operational Plan", and "Performance Report Faculty of Business 2021", as well as in accordance with national and international accreditation using the established procedures. The recruitment process objective is to fulfil the needs of teaching, research, and community outreach programmes with the following basic requirements:

- Hold a doctorate or be on the way to become an Assistant Professor via the Academic Ladder;

- Have outstanding teaching and research skills that are proven by the number of international publications;

- Have expertise and experience in the related fields.

Potential candidates must pass several selection processes, including a micro-teaching assessment, psychological tests, interview sessions, and a health examination. Periodical evaluation in terms of the Three Pillars of Higher Education is intended to ensure the lecturers' high performance.

Meanwhile, the MMT's academic excellence was recognised through its lecturers' involvement in a national FB consortium, hosting of international conferences, and serving as jury members in various international competitions – especially in innovation and entrepreneurship.

<u>Pedagogical / didactical qualification of faculty</u>

The pedagogical and didactic competence of the lecturers is measured from the start of the recruitment process (i.e., micro-teaching). Two aspects are measured here: course materials and basic teaching skills (communication and class management).

Based on the need to deliver courses with diverse methods (collaborative learning, projects, case studies), the FB only employs lecturers capable of meeting this requirement. To improve lecturers' competencies in the field of pedagogy and didactics, the following competency development efforts are routinely implemented:

- *Empowering Teaching People* training: After participating in this programme, participants are expected to:

    o Understand the UMN's 5C values, vision and mission, and house rules;

    o Realise the role and duties of lecturers so that they have the motivation to educate in a way that is relevant to the digital education approach;

    o Understand the challenges a lecturer may face in dealing with students from the perspective of educational psychology.

- Digital Learning Method: During the COVID-19 pandemic, the UMN provided training for lecturers to be able to apply basic technical skills of online teaching, such as the implementation of hybrid learning, online teaching methods, LMS usage, and e-book integration with LMS.

- *PEKERTI* training (Basic Skills in Instructional Techniques): The PEKERTI training prepares lecturers to be able to develop course syllabi, facilitate active learning, and explain the evaluation of learning processes and OBE-based outcomes.

- Having a National Lecturer Certification: Lecturers must have an academic level of minimum a senior lecturer, complete a lecturer performance report for two consecutive years, and pass tests which measure English proficiency, academic potential, and PEKERTI training.

- Other academic training to strengthen lecturer's competency, such as learning new case study methods, quantitative or qualitative research methodologies, bibliometric literature reviews, and other professional certification.

The pedagogical and didactic abilities of lecturers are evaluated by:

- Semester evaluation from students, and annual evaluation during the performance appraisal. The results of the evaluation performance can be easily accessed and are communicated regularly to all lecturers to maintain or improve their performance. The evaluation index is divided into four scales, ranging from the lowest (very unsatisfactory) to the highest (very satisfactory). The study programme conducts an in-class observation for any lecturer who received a sub-standard evaluation.

- Evaluation for new lecturers is conducted by the programme head during the probation period.

- Evaluation for certified lecturers is conducted by the government through the lecturer performance report conducted each semester through a government integrated system.

Pedagogical and didactic skills are also key considerations when selecting industry practitioners and visiting professors. The industry practitioners must hold a position at the managerial level, have experience and expertise in their industry, and be able to deliver a topic suitable to the course syllabus. Meanwhile, international visiting professors must have specific recommendations from their faculty and field experts. For full-time lecturers, the pedagogical aspect is included as a yearly KPI.

Aside from the teaching activities, some MMT lecturers are nationally and internationally recognised, and have outstanding achievements. This recognition includes becoming scientific reviewers, forming part of the jury at international competitions, becoming visiting professors at international universities, and receiving awards for research and community outreach programmes.

Practical business experience of faculty

The UMN has committed to implementing the practical business experience in the teaching and learning process by carrying out a hiring process for lecturers with professional and industry experience, and field expertise within the newest technological developments. This is designed to improve the quality of learning, collaboration in the fields of research and community outreach, and make some innovative output that can be patented, thereby generating economic value. The involvement of industry practitioners can be seen in such various activities as focus group discussions in curriculum development, collaboration in assisting students' final projects, formulating final project examinations, and become members of associations in order to share knowledge and network within the scientific community.

Moreover, guest lecturers deliver unique content based on their expertise, collaborate in hosting webinars with up-to-date topics, help organise company visits, and expose students to recent business trends and developments, and knowledge on cutting-edge technologies.

Some FB lecturers are involved in industrial research collaborating with Multimedia Digital Nusantara, a research and consulting company founded by the UMN. The projects include syndicated studies about the consumption and habits of Generation Z, their sustainable lifestyles and financial literacy, and market research about students' higher education preferences, service quality evaluation studies, and content development studies for industry. Another research project was the UMN's collaboration with the Indonesian Stock Exchange and Indonesia Securities Investor Protection Fund (SIPF) to educate secondary school students on Indonesian finance.

Professional experience relevant to the courses being taught is a key criteria of the recruitment process. All **Bachelor of Accounting** lecturers must have professional industry experience as either accountants, auditors, lawyers, tax experts, or any other related field. All lecturers are also active members of the Indonesian Institute of Chartered Accountants and the Indonesian Institute of Public Accountants in order to keep accounting content updated.

Bachelor of Management lecturers have strong professional backgrounds aligned to their teaching courses, and are encouraged to become members of the Forum Manajemen Indonesia (FMI) or National Lecturer Association for Management Studies. Membership guarantees active involvement in webinar and curriculum development in the management field. BoM lecturers are professionally certified based on their competencies.

The **Master in Technology Management** is committed to involving industry practitioners in order to enhance the teaching quality, and integrate theory and practice through exposure to business trends. Part-time lecturers are mostly industry practitioners who hold a doctorate. Full-time lectures have the highest exposure to the industry by actively participating in professional associations and sharing their up-to-date knowledge with their students.

There is a compulsory programme in MMT that each course must invite industry practitioners to share their expertise of the course topic. This programme must be conducted twice per semester.[31] Moreover, industry practitioners are invited as external examiners in the final projects. Inviting external examiners – especially in the DTP scheme – was intended to ensure that the proposed digital transformation strategies could be implemented to increase organisational performance. Furthermore, using external examiners in the New Venture Project was expected to make the projects more feasible and marketable, to ensure their strong growth.

MMT faculty members also acquire industry experiences through industry projects on developing corporate entrepreneurship programmes in Kompas Gramedia Manufacturing and collaboration with *Kompas Growth Centre* on employee development.

Internal cooperation

General lecturer meetings are held regularly at the beginning of the semester to inform staff of new policies and directions for university development. Moreover, each study programme conducts weekly meetings based on their own needs and objectives. Towards the end of the semester exams, a semester learning evaluation is held, the results of which are used to make improvements in the following semester.

The FB UMN conducts a team teaching method in delivering courses. Team members consist of lecturers with expertise on each topic who come from the respective study programmes, other study programmes within the University, and other universities or industries. Each course has a coordinator lecturer who manages the class distribution and course delivery. Coordinator lecturers are tasked with monitoring and evaluating courses through internal study programme meetings. A course coordinator is assigned for each course to organise the teaching activities, and is responsible for the following activities:

- Planning, preparing, and coordinating the syllabus and content of the course.

- Preparing the questions and rubrics for the mid- and final exams.

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[31] see chapter 3.1

- Implementing the quality assurance in the learning process by fulfilling the internal audit documentation. This includes information on the availability of the course syllabus in e-learning, the appropriateness of attendance reports with the course syllabus, ensuring that the course is conducted in the full 14 sessions, and the punctual submission of grading of the mid- and final exams.

- Actively participating in focus group discussions to enrich course content.

The FB UMN works together with other faculties and departments in managing the faculty. For example, the FB regularly meets with the library for literature planning before the semester starts, the IT bureau for the use of assets and laboratories, and the Research and Community Outreach programme for organising relevant events.

Student support by the faculty

Institutionally, the UMN has student support services that provide hard-and soft-skill development services, welfare opportunities, psychological support, career and entrepreneurial guidance, academic (literacy) support, and non-academic support (e.g., financial assistance during the COVID-19 pandemic). Moreover, using ICT advancements, the UMN developed help desk applications, such as the WhatsApp chat based contact center[32] and companion mobile application (UNION) to allow students and lecturers receive both academic and non-academic information, which is supported by a fast-response chat bot (VARA). The UMN has an early warning system to monitor student performance and identify their academic problems as early as possible. Every semester, the Academic Information Bureau (AIB) gives its report to all study programmes, including academic advisors and the Student Support Department. The purpose of this programme is to ensure that students can complete their studies without time extensions.

The FB conducts academic counselling in which each student is assigned an academic counselling lecturer to facilitate their entire learning journey. The academic counselling lecturers conduct at least three academic counselling sessions per semester and closely monitor their students' academic performance (for both the BoA and BoM). The MMT also provides academic advisory for each student upon their admission to the programme. Besides regular academic counselling sessions, students can also contact their academic counselling lecturer through various channels, such as Zoom and G-Meet, thereby increasing the ease with which students can discuss any emerging issues.

Additionally, bachelor students are also given an advisor during the internship process and in the preparation of writing the final project. The advisor is chosen based on the expertise related to the project topic. MMT students are also assigned an advisor during the community outreach programme and in the preparation for writing the final project. During the writing process, each student is required to have at least eight consultation sessions.

Appraisal:

The structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time, and visiting/guest lecturers, guarantees that both the academic

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[32] https://chat.umn.ac.id, last access on November 6, 2022

standards and the requirements of professional practice are fully satisfied. The practical orientation of the study programmes leads to a faculty that possesses broad practical experiences that enriches the courses. The faculty members have above-average business experience, which they draw upon in their teaching activities.

The academic and pedagogical qualification of the faculty corresponds to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure and is committed to enable faculty to improve their academic ranks in the future. Teachers are required to publish their research on a regular basis. In order to become the globally competitive University it aspires to be, the panel **recommends** to conduct more research on an international level. All assessors are bound to comply with the Academic Handbook for examination methods. Teachers received very high scores from students during evaluations. The panel especially underlines the micro-teaching assessment during the application process for new teachers. Furthermore, teachers with lower scores on their evaluation can sit in in their colleague's lectures to observe and improve on their skills.

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.

The academic advisors' support for students is an integral part of the services provided by the faculty. Faulty and non-faculty staff serves to help students study successfully. Staff is available for the students outside the specified office hours as well. During the digital visit the students stated to be "fully content" with the support they receive.

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

4.2 Programme management

Programme Director

The FB UMN has a lean organisational structure headed by the FB's Dean who implements initiatives for promoting the systematic development of the study programmes through the following activities:

- Setting up future strategic plans to achieve target objectives;

- Ensuring Tridharma activities within the faculty;

- Budgeting;

- Managing academic staff in terms of people development;

- Ensuring that faculty operations run optimally based on the quality standard;

- Improving the quality and quantity of students in the faculty;

- Establishing relationships/cooperation with external parties in the context of faculty development and recognition. For example, cooperation with UiTM in conducting international research collaborations, hosting international conferences, and business innovation competition in Malaysia.

In managing the daily operations at the study programme level, the FB's Dean is assisted by the Head and Assistant Head of each study programme, who work together in planning, coordinating, and evaluating the Tridharma activities for achieving academic excellence in alignment with the faculty's Strategic and Operational Plan. The programme head has the following responsibilities:

- To plan, implement, and evaluate work and study programme budgets based on the faculty's strategic plan;

- Improve the quality of study programmes and the employability rate;

- Increase the competitive advantage of study programmes to bolster new student intake;

- Implement the Three Pillars of Higher Education within the scope of study programmes;

- Establish relationships/cooperation with external parties in the context of study programme development;

- Manage study programme budgets effectively and efficiently.

The FB's Dean is assisted by the Laboratory, Research, and E-Learning Coordinators.

The Laboratory Coordinator is responsible for managing all FB laboratory activities. During the pandemic, the Laboratory Coordinator had to ensure that all students could access the laboratories remotely.

The Research Coordinator manages all of the research and community outreach programme activities, and ensures the punctual publication of the two FB nationally accredited scientific journals (*Ultima Accounting* and *Ultima Management*).

The E-learning Coordinator prepares digital courses for supporting learning activities.

Process organisation and administrative support for students and faculty

The FB is supported by five administrative assistants who handle the daily administrative activities supporting the students and the faculty. All staff have adequate knowledge of the study programme's business process, and are equipped with the necessary competencies in English and ICT literacy. The FB' non-academic staff composition helps ensure that the learning process is functioning optimally (see table below).

Table 24: Non-academic support staff numbers

Category	With Doctoral Degree	With Master Degree	With Bachelor Degree	Others	% with Professional Certificate
Global Office	0	1	2	0	30%
Library	0	2	7	0	56%
Learning Development Department	0	5	26	0	6%
Quality Assurance Department	0	1	4	0	20%
Research and Community Outreach Programme	2	2	2	0	0%
SkyStar Ventures	0	2	17	0	0%
Laboratory Staff	0	3	0	0	33%
Student Support	0	4	7	0	0%
Career Support	0	1	6	0	29%
HR Department	0	3	18	2	26%
Academic Administrative	0	5	8	1	7%
Building Management Support	0	0	7	9	44%
IT Support	0	1	17	3	24%

MyUMN is the integrated data centre that records and provides real-time academic information. Every student and lecturer has personal access to *MyUMN*, and can thus obtain comprehensive and integrated information about grades, lecture schedules, and academic guidelines during their study time. *Gapura* information system supports students and lecturers in reserving rooms or other facilities. Other support mechanisms include:

Table 25: Administrative support

Collaboration	Program	Achievement
Faculty of ICT UMN; Faculty of Communication UMN; Faculty of Art & Design UMN	1. Team teaching 2. Research Collaboration 3. Community Outreach Program Collaboration	1. More lecturers with PhD and Higher Academic Ladder 2. International publication 3. Industrial and Government Grant 4. Producing IPR and innovative technology application
Skystar Ventures	1. Supporting Syllabus for Entrepreneurship courses 2. Facilitator and as business incubator 3. Supporting students in business plan competition	1. Students winning the national & international business plan competition 2. Funding & Commercialization of Student Start-Up
Admission Office	1. Promotion of the study program 2. Information dissemination (brochure, website, social media) 3. Recruitment & selection new students	1. Growing numbers of new students intake 2. Strengthening position and brand of study program 3. Hosting webinar 4. Lecturers participation in marketing activities
Global Office	1. MoU and MoA with international and national university partner 2. MoU and MoA with industries	1. International student exchange & mobility 2. Visiting professor 3. Hosting International Webinar and conferences 4. Research Collaboration 5. MBKM Programs 6. Consulting Project 7. Professional Certification
Research & Community Outreach Program	1. Preparing the collaboration research with industry and international partners 2. Supporting for Internal research 3. Community outreach activities 4. Training & development	1. Winning International, Government and Industrial Research Grant 2. National Accredited Journals (Accounting & Management) 3. Workshop for Research proposal preparation 4. Statistical tool training 5. Internal research funding 6. Call for Paper Funding 7. Incentive Scheme for Publication & IPR 8. Growing number of publication & IPR
Human Resources Department	1. Recruitment Process 2. People development (academic & soft-skill training) 3. Academic Ladder Process 4. Remuneration & Allowances 5. Employee Promotion	1. New lecturers fit with the study program requirement 2. Faculty members having professional certification 3. Academic supporting staff had soft-skill training 4. Promotion within internal organization 5. Health allowance, yearly bonus
Academic Information Department	1. Dissemination of academic information to all students 2. Submission of exam 3. Other related academic program	1. Ontime submission 2. Documented academic procedure (Academic Handbooks) 3. Certificate, Grading transcript and supplemental certificate
E-Learning Department	1. Collaborate in preparing Asynchronous Module 2. Supporting LMS	1. Increase number of IPR in digital module 2. Winning national grant for digital module development
Library Department	1. Information Literacy 2. References support	1. Updated reference books, articles and publication

			2. Student support: similarity index and grammar checked, reference assistant, etc.
Financial Department	1. Tuition Fee payment		1. Financial assistance during Covid 19 pandemic 2. Restructuring student payment: installment, relaxation (partnership with Bank)
Continuing Education (CED)	1. Professional certification 2. English Test Centre 3. Short-courses		1. English placement test for MMT students 2. TOEIC test for graduates students 3. Student certification
Student Services	Internal student services: 1. Healthcare 2. Student support & counselling 3. Student association External student services: 1. Alumni 2. Career development		1. Psychological Counselling 2. Medical Centre 3. Tracer Study 4. Exit Survey 5. Alumni Association 6. HR Gathering
Quality Assurance Department	1. Internal Audit 2. National & International Accreditation		1. Regular internal audit 2. Ex-officio officer from each study program 3. Received national accreditation 4. Received international certification (AUN-QA)
CHSE	1. Safety & healthy environment		1. Covid-19 Vaccinated Center 2. Facilities for Disable
Building Management	1. Providing Classrooms, Laboratories and Working areas for students and staff. 2. Maximum utilization of facilities		1. Cleanliness of the Lecturers Working space 2. Managing the Classrooms, Laboratories and other areas
IT Department	1. Develop integrated information system in UMN 2. Preparing software for Statistic Lab, ERP and Investment Gallery 3. Preparing ICT Infrastructure for Hybrid Class		1. myumn as an integrated information system 2. Updated software 3. Hybrid Class

Appraisal:

The programme director coordinates the activities of everyone involved in the programmes and ensures that the programmes run 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.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. For students the staff acts as a service provider, catering to each and every of the students' needs. The panel **recommends** to extend the same attention to the faculty.

	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

As part of the internationalisation process for becoming a world-class University, FB UMN has implemented such strategic actions as pursuing international accreditation, fostering global collaboration with foreign universities and institutions, and actively participating in the international university network. From 2021, FB UMN became an official member of EQUIS EFMD. In 2021, the University's **Bachelor of Management** was successfully certified by the ASEAN University Network Quality Assurance (AUN-QA).

Cooperation with HEIs and other academic institutions or networks

As a member of EFMD Global, UMN faculty is connected to approximately 950 institutional members from over 90 different countries. The 2020 and 2021 International Conference of Economics, Business, and Entrepreneurship (ICEBE) was hosted by the FB UMN and Universitas Lampung in collaboration with international partners, namely Notre Dame Marbel University (NDMU, the Philippines), UiTM (Malaysia), and Indiana University of Pennsylvania (USA). It also collaborated with Pelita Harapan University and Swiss German University (Indonesia) in organising the 2020 and 2021 International Conference on Global Innovation and Trends in Economy (INCOGITE).

Collaboration with UiTM (Malaysia) was implemented through joint research and publications, as well as lecturer exchanges and external examiners for final assignments. FB UMN is actively establishing collaboration with foreign universities in research, joint publication, conference hosting, student mobility, and international academic exchange lecturer programmes.

The BoM and BoA collaborated in hosting an international webinar event with the University of Technology Sydney (UTS) and the Indonesian Stock Exchange on the topic of cryptocurrencies. The event was attended by over 600 participants, including students, lecturers, and general participants from both Indonesia and Australia. This programme is set to continue since the UMN has also been chosen to be the University of Technology Sydney (UTS) Offshore Learning Centre in Indonesia. Lecturers from both the BoA and BoM have been assigned as student facilitators as part of this offshore collaboration programme.

The FB continues to commit to developing collaboration with other partners, and is currently in negotiations to host a student start-up incubation programme in collaboration with the Universiti Brunei Darussalam for the entrepreneurship concentration, and the International University (Germany) for a double degree.

The UMN has collaborated with several international universities to host international business programmes related to current business issues. For example, the FB hosted the International Collaboration Forum 5.0: The Environment, Social and Governance (ESG Trends and its Action) with the Universiti Tunku Abdul Rahman (UTAR, Malaysia), Guizhou University of Finance and Economics (GUFE, China), and the University of Economics Ho Chi Minh City (UEH, Vietnam).

The **BoM** programme conducts a joint degree with the "Global Logistics on Business Administration" (GLOBA) programme in collaboration with INHA University (South Korea). At the UMN, students study operation management, general business management, technopreneurship, business mathematics.[33] After that, students study for four semesters at INHA University to learn international logistics, including subjects as international logistics management, warehouse handling, airline service management, and logistics operations research. This course provides UMN students with international exposure, allowing them to study the culture of the destination country, build cooperative networks, and obtain international insights, thus helping them to graduate with more talents and international quality. However, the initiative was postponed due to the epidemic.

The BoM has also discussed a joint degree collaboration with Dankook University (South Korea) in international business administration. Several discussion meetings have been held concerning curriculum mapping between the two universities.

In terms of student mobility, Nanyang Polytechnic (Singapore) students visited the UMN for two weeks and participated in the SkyStar Innovation Challenge with UMN students. The benefits of this collaboration between two global institutions are the generation or innovation and guidance for Indonesian start-ups, as well as allowing students to engage in networking opportunities – especially for the UMN students who won this activity and were able to visit Nanyang Polytechnic.

The **MMT**'s cooperation with HEIs and other academic institutions are conducted directly and indirectly. For instance, either the MMT engages directly with the respective HEI, or it does so indirectly through other UMN divisions as part of the University or faculty ecosystem. Examples of such engagement include:

- The curriculum benchmark, which seeks to provide insights and gain knowledge from other HEI courses, teaching methods, specialisation, and best practices;

- Joint research with other HEIs to expand and enrich the knowledge and impact of prioritising research focus by conducting jointly-funded or comparison studies between countries;

- Joint community outreach engagement driven by the UMN in order to enlarge its capacity and reach from various experts, disciplines, and best practices of other HEIs;

- Exchange lectures with other HEIs helps the MMT not only provide the right level of expertise, but also exposure to global issues and solutions;

- Regular joint conferences with partner universities at least twice a year teach students both how to organise conferences, and expand their regional and international networks;

- Student participation in international competitions (e.g., UiTM's Business Plan and Innovation Competition) cultivates the student's international mind set.

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[33] see chapter 3.1

<u>Cooperation with business enterprises and other organisations</u>

The UMN has a global office for developing national and international cooperation. It collaborates with business enterprises, professional organisations, government institutions, financial businesses and institutions, digital and technology companies, e-commerce and logistics firms, business consultancies, and various non-profit organisations.

To realize its vision to produce globally competitive ICT entrepreneurs, UMN established SkyStar Ventures, a business incubator, in 2013. SkyStar Ventures is the only private university business incubator in Indonesia that achieved prestigious awards. These include the highest National Accreditation (A), Best Incubator Participant @Start Tech Training Camp, the Best Incubator Award (from the MECRT), ICSB Indonesia Presidential Award, and the i3E Best Incubator Award. Moreover, it has been a member of UBI Global since 2020.

With the growing demand for data science skills, the UMN developed DQLab[34], a leading data science online training platform. DQLab's advantages include its use of Live Code Editors and industrial cases for practicing. The University's Bachelor of Management Programme cooperates with DQLab to create digital marketing learning content.

The **Bachelor of Accounting** has collaborated with companies, accounting associations, and government offices to give more practical experiences for students in the form of internship programmes, company visits, joint committees in national-level activities, and talent recruitment. This cooperation was established to help support the BoA in implementing the Tridharma initiative. The BoA's international cooperation also includes its membership to the Institute of Chartered Accountants in England and Wales (ICAEW). The UMN and the Government Regional Tax Office (Banten Province) signed an MoU to open a tax centre at UMN. Each year, BoA students actively volunteer in giving tax education to surrounding communities. With the IAPI, the BoA was chosen as a CPA test centre, open to both UMN students and members of the public. The BoA also cooperates with employers in the accounting sector, including the Big Four (PwC and E&Y), as well as many public accounting firms and tax consultancies with international and local affiliations, such as Shinewing, BDO, Win Partners, and other similar companies in the placement sector.

The **Bachelor of Management** partners with firms and associations as external stakeholders through official cooperation programmes. Its collaboration with top-ranking banks, as well as other financial institutions, has strengthened the cooperation of both parties. Internships and other cooperation initiatives were also implemented to keep the academic and non-academic aspects of the BoM relevant. A collaborative programme is used to determine the course direction in terms of the Learning Programmes Plan (syllabus).

Examples of associations the **Bachelor of Accounting** programme collaborates with are the Indonesian Stock Exchange (Bursa Efek Indonesia) and the BI. In relation to the Fundamentals of Investment course, an investment gallery was established at the UMN. After finishing this course, students have the ability to understand investment practices and opening investment accounts.

For the **Master in Technology Management** the link between teaching programmes and industrial needs is key, and it results in the production of graduates who are ready to work according to company standards. The programme includes collaboration with national and international companies, as well as government associations. The MMT also cooperated with the government by

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[34] In Indonesian: https://www.dqlab.id, accessed 15.09.2022

making health applications with the South Tangerang City Health Department. This is an activity that is highly beneficial for citizens and garners government appreciation.

Appraisal:

Cooperation with HEI, other academic institutions, businesses, and other organisations are aligned with the strategy of the study programmes and actively promoted (for example, by means of participating and hosting international conferences and meetings, lecturers being members of reputable associations, projects with companies, provision of internships, guest lecturers). These cooperations are actively pursued by the UMN as a rather young institution, promoting itself and growing steadily. All such activities contribute to the further development of the study programmes and the students' profile. Some courses are even conducted together with partners, while UMN ensures the quality of the study contents and that the formulated ELOs are achieved. The UMN puts a lot of effort into maintaining the joint degree option with INHA University during the pandemic and hopes to be soon kicking-off this collaboration by sending UMN and receiving INHA students. This prestigious partner will significantly contribute to the development of qualifications and skills of the students.

The panel highlights the various collaborations and professional networks in which teachers are involved. UMN encourages students to form their own companies already during their studies and thus expand the network of employers through their graduates.

	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

<u>Quantity, quality, media and IT equipment of teaching and group rooms</u>

The audit was conducted digitally via Zoom. Hence, the panel could not view the premises on-site, but was handed a video of the University, and given information about the facilities and equipment.

The UMN has four fully air-conditioned, nevertheless, environmentally friendly buildings that have won several ASEAN awards in energy efficient building for several consecutive years.[35] People with special needs are able to enjoy barrier-free access at the UMN due to the widespread presence of

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[35] See p. 71 self-evaluation report

wheelchair ramps, and wheelchair-friendly corridors connecting the different buildings. In addition, special needs bathrooms are available on every floor within the main building and at the lobby of other buildings.

The accessibility and quality of facilities is measured through the aspects of availability, and up-to-date and ready-to-use facilities, which include equipment for teaching and learning processes, research, and community outreach. UMN provides facilities that support an academic atmosphere, such as rooms and spaces for academic and non-academic activities, widespread internet access, and reading rooms with access to online literature. Both students and lecturers can use the laboratories or libraries to gather or analyse data.

The UMN campus has:

- 840 computers in 21 laboratories. Four of the labs use Macintosh computers. The computer laboratory has specifications that comply with industry standards (e.g., for animation laboratories and rendering farms).

- Specialised laboratories and studios for television, photography, radio, and green screen.

- The SkyStar Ventures business incubator, which fosters students' business ideas into start-up companies.

- 14 collaborative learning classes designed to develop creativity and innovation.

- A hybrid class/lab with additional cameras and microphones for hybrid learning.

- DQ Lab for the database education laboratory.

To realise its vision, UMN is committed to providing a sufficient number of laboratory facilities with the latest equipment, in accordance with industry standards. Every four years, computer equipment is upgraded or replaced with higher specifications. Some specific laboratories used for research include the Software Engineering Lab, Computer Security Lab, Artificial Intelligence Lab, Game Development Lab, Big Data Lab, Internet of Things Lab, Electronic Design Lab, Green Building & Energy Lab, CollaboInsight, Animation Studios, ERP Lab, and the Statistical Lab. The facilities are maintained by the IT and Building Management departments.

All lecturers and students can access existing facilities remotely – even during the pandemic. Certain equipment, such as cameras, can be borrowed by students for use off campus through the GAPURA system (gapura.umn.ac.id).

The UMN supports and facilitates various learning methods either onsite, hybrid, or fully online. Hybrid learning involves both in-class and distance students, whereas fully online lectures are conducted with all students and lecturers meeting in an online classroom using Zoom, Microsoft Teams, or Google Meet. Further to hybrid and fully online learning facilities, the UMN provides information systems and IT-based services that can be accessed online, either through websites or UNION mobile apps. With all these facilities, students can easily follow the learning process, get information, submit requests or participate in other activities regardless of their location.

The **Bachelor of Accounting** uses statistical labs that are powered by up-to-date necessary software to conduct research, such as SPSS, AMOS, and Lisrel, as well as such accounting/auditing software as ABSS (MYOB), JURNAL.ID, SAP, and ACL. To support the scientific development of taxation and its accessibility to the public through HEIs, the UMN collaborated with the Ministry of Finance to open a tax centre facility. The centre is an extension of the government's aim to improve

tax competence for students, support research in the field of taxation, and provide broader support to the surrounding community.

The **Bachelor of Management** uses the UMN computer lab equipped with research related software such as SPSS, AMOS, Lisrel, SmartPLS, Arena, Sketchup, SmartSketch, AutoCad, Djikstra, Accurate, and SAP. The UMN's SkyStar Ventures business incubator allows students to achieve their learning objectives, such as Entrepreneurship (ELO-B), Strategic Marketing (ELO-E), and Competitive Business Advantages (ELO-I). In collaboration with the Indonesian Stock Exchange and the BI, the UMN provided the Investment Gallery and BI Corner, respectively. These facilities are aimed to support students' learning outcomes in Investment Decisions (ELO-F) and the aforementioned ELO-I, as well as Financial Management and Business Statistic in the third semester, and Banks and Other Financial Institution in their fifth. The BoM also manages the ERP Laboratory to support operation courses.

There are various systems supporting the **Master in Technology Management**'s learning and study completion. For example, to develop the maturity model, the MMT uses the Jibility system and TM Forum, and the GERU system for digital marketing simulators. For ICT pilots and education, the MMT uses AWS and DQLAB. All of these systems are provided through cloud services by the respective parties.

<u>Access to literature</u>

The UMN library opens Monday to Friday from 08.00 to 19.00, and Saturday from 08.00 to 16.00. Students can access the online catalogue and digital collections provided by the university library from anywhere by logging on to https://linktr.ee/umnlibrary using a single sign on (SSO). Students can also access the Indonesian National Library collection online. Online books Pearsons and Wiley can be accessed from the LMS. During the pandemic, when access to the UMN library was limited, it provided book delivery services to students and staff. Requests for this service were made through the UMN Hotline using WhatsApp, and were responded to the next day if the books were available.

The UMN library has a collection of 20,000 printed and digital books. The digital collection consists of e-books from EPerpus and Pearson (2,000 titles), e-magazines *Harvard Business Review* and *MIT Sloan and Venue*, the e-journals *Emerald* and *Gale*, as well as open access databases from the Indonesian National Library eResources, DOAJ, DOAB, and z-library. The collection is kept updated through purchasing new books or editions every semester. Lecturers have access to the latest resources required for teaching their subjects. The librarian also has discretion to update the collection subject to cooperation with third parties.

The UMN library has several information systems that can be easily accessed by lecturers and students via the internet, namely:

- SLIMS UMN (https://slims.umn.ac.id/) for library management (catalogue, borrowing, returning).

- E-Journals (https://ejournals.umn.ac.id/), as a portal for all journals published by UMN. Articles in this journal can be accessed freely to disseminate knowledge generated from lecturer research.

- Knowledge Centre (https://kc.umn.ac.id/) contains various information generated from the UMN's learning process, consisting of student theses and internship reports, videos of

student work, and guest lectures. This content can be accessed freely to disseminate knowledge to the public.

Moreover, the UMN library also provides personal computers, reading rooms, working spaces, and discussion rooms with TVs or projectors. The library is managed by nine librarians with bachelor's and master's degrees in library science. Two librarians have received outstanding librarian awards in Banten province in 2017 and 2019.[36] All librarians have been certified in library collection development, library service promotion, and information literacy development. The library conducts information literacy classes on proper citations, the use of library services, and searching journals to support classes. Furthermore, librarians are always ready to advise students and lecturers in maximising their use of the library's collection to support learning and research.

Table 26: UMN scientific data bases

Type	Database
eJournal	Emerald Insight
eJournal	Gale Social
eJournal	Gale Engineering
eBook	eTextbook Pearson
eMagazine	Harvard Business Review (HBR)
Case Study	Case Study HBR
eMagazine	MIT Sloan Review
Resources Platform	E-resources PNRI
Resources Platform	Garuda
eJournal	Open Access Database Journal
eBook	Open Access Database Book
eBook	Open Access Database Book
Repository	Neliti
Repository	Knowledge Centre

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[36] See p. 73 self-evaluation report

Table 27: List of Journal resources

No	Title
1	Gadjah Mada International Journal of Business
2	Journal of Indonesia Economy & Business
3	Jurnal Akuntansi
4	Jurnal Akuntansi dan Auditing Indonesia
5	Jurnal Akuntansi dan Keuangan
6	Jurnal Akuntansi Multiparadigma
7	Media Riset Akuntansi, Auditing dan Informasi
8	The Indonesian Journal of Accounting Research
9	ASEAN Marketing Journal
10	Indonesian Capital Market Review
11	International Research Journal of Business Studies
12	Jurnal Aplikasi Manajemen
13	Jurnal Bisnis dan Manajemen
14	Jurnal Manajemen dan Kewirausahaan
15	The South East Asian Journal of Management
16	Ultima Accounting: Jurnal Ilmu Akuntansi
17	Ultima Management: Jurnal Ilmu Manajemen

Table 28: UMN Library resources

Study Programme	Number of Books (Hard Copy)	Number of Books (e-books)
Management	2241 title/4512 copies	796 title
Accounting	621 title/1570 copies	150 title
MMT	558 title/1136 copies	792 title

Appraisal:

As the audit was conducted online, the panel relies on a video of the University and the information given by the University to assess facilities and equipment. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum, the HEI possesses labs and computers that serve the particular needs of each study programme. The campus is well-designed, green, and optimally constructed to serve student's and faculties needs. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students. The panel **recommends** to extend the library opening hours. Even

if resources are available online, students expressed that they enjoyed the working space at the UMN library.

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

4.5 Additional services

Career counselling and placement service

The UMN's Career Development Center (CDC) provides career services by spreading job information and leading preparatory training programmes for entering the workforce.

The CDC provides one-to-one career consultation sessions for all graduates. It assists students in identifying career goals, mapping out job search strategies, and making job/career transitions and changes. The CDC also gives feedback on student's CVs and cover letters, as well as provides guidance on effective interview methods. Through webinars and interviews, two CV Clinic sessions are held per year. Additionally, mock interviews are conducted at least once a year.

Career Placement: The CDC plans programmes throughout the year to help students gain meaningful employment. These include:

- **Career Day:** This event is conducted twice a year, and the CDC invites industry partners that can directly identify students suited to their needs. This event is highly useful for students to prepare their career pathways.

- **Website:** All students have access to the CDC's website to search for job vacancies from industry partners. The website can help students find suitable jobs and employers find potential employees. Industry partners can upload vacancies to the website, thus allowing the students to apply directly.

- **Social Media:** Students can access the CDC's Instagram to see regularly posted and updated job vacancies.

The CDC has Certified Professional Resume Writer (CPRW) staff that manages relationships and collaborations with companies. Moreover, it is tasked with managing the employer's feedback and exit surveys, and tracer studies. CDC staff supports all activities related with the Career Development Programme, Campus Hiring, and Career Day events, as well as manage the CDC's job posting, social media, and internship programmes. The use of various ICT platforms has assisted them in providing the best possible service – even during the COVID-19 pandemic.

Last but not least, the SkyStar Ventures incubation programme has become a key strategy for career placement – particularly for the entrepreneurially-minded.

Alumni Activities

After graduation, all alumni become part of the Keluarga Alumni UMN network (or KAMI UMN). KAMI UMN aims to strengthen good relations among alumni and their alma mater. KAMI UMN activities are varied, organised by alumni, are aimed at developing their competencies through networking, and allow alumni to contribute to current students' studies. The figure below describes how the programme KAMI activities.

Figure 7: Alumni activites

The CDC has dedicated staff to maintain alumni relations and to support alumni activities through providing administration services, and bridging communication between the UMN and the KAMI UMN through social media and various digital tools. The KAMI UMN supports the CDC in conducting scholarship and sharing sessions, which are held every semester. It also supports event fundraising and communication with alumni (e.g. career information, involvement in learning activities, in bereavement).

The **BoA** actively involves alumni in the learning process. Alumni are invited to join classes as lecturing tutors or lecturer's assistants based on their expertise. Alumni also contribute to the Accounting Student Association (HIMTARA) programmes as guest speakers to provide insights into the accounting work path and its specialisation.

The **BoM** invites successful alumni into a yearly event, called the Management Clinic, to share their industry knowledge and experiences, and to prepare students for choosing the right concentration in the following semesters.

MMT actively involves alumni on various study programme activities:

- Alumni provide insights on industry competency requirements, and feedback on their university experience through the tracer study.

- Alumni participate as speakers or moderators in the MMT monthly webinar.

- Alumni feature as industry speakers in the various classes to share their expertise on particular relevant subjects.

- Alumni also often involve themselves in various accreditation and re-accreditation activities as key stakeholders to provide testimony on their study experiences.

- Alumni also share their experiences on completing their final projects or assignments through sharing sessions on developing their DTPs and NVPs.

Appraisal:

Career counselling and placement services are offered to the students and graduates on an individual basis. They provide students and graduates with skills development, workshops, interview training, and help them find internships and employment.

Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regularly organised Career Days.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni are actively used for assessing and evolving the programmes. They contribute through tracer studies, other forms of evaluations and as active guests/speakers in the study programmes sharing their experiences and giving current students valuable insights. Special staff has been dedicated to maintain alumni relations.

		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

As a private University, the UMN must fund all activities without government subsidies. In recent years, the UMN has achieved self-sufficiency and is able to financially support the operations and investment costs for developing effective and top-quality student facilities. The UMN implements resource sharing management and all financial activities are managed at the university level, including budgeting. Every year, the faculty and study programmes are involved in the budgeting process, and the UMN encourages them to propose new initiatives and facilities to support the learning and teaching process. A large amount of investment (used, for example, to construct new buildings) comes from the Kompas Gramedia Group – the corporation established the UMN.

Although revenue comes predominantly from tuition fees, the University and study programmes have created programmes to diversify its funding. Indeed, the UMN established a business unit to offer commercial research and consulting services (Multimedia Digital Nusantara) where lecturers are involved as researchers and consultants.

Other external sources of funding include: grants from the Indonesian government (for research, community services, entrepreneurship development, student activities, career development, tracer studies, and scholarships); international grants (from HEIs, private organisations, and NGOs); and grants from industry partners.

This funding is primarily used for supporting Tridharma activities, which cover:

- Remuneration of university staff (salaries, allowances, incentives, performance bonuses);

- Facilities for supporting teaching activities (state-of-the art ICT laboratory, LMS, and software);

- Literature (books and journals, print and online);

- Research and community outreach programmes (joining seminars/conferences, organising international conferences, publications, incentives);

- People development programmes (training and professional certification);

- International cooperation programmes (student and academic staff mobility programmes);

- Student activities (competitions, student association, etc.);

- Scholarships for existing and prospective students across the nation who have outstanding achievements both in academic or non-academic fields; disabled students, low income students, BIDIK, and MISI, etc.

To ensure compliance with the Indonesian Financial Accounting Standards, UMN's financial reports are annually audited by a registered public accountant.

Appraisal:

The University is already self-sufficient and ensures students to be able to complete their studies. UMN has accumulated several streams of income and the study programmes are continuously growing, because they serve the market, so that the panel is sure of UMN's financial stability for the whole accreditation period.

	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

To guarantee the achievement of expected programme learning outcomes, the UMN implemented an integrated quality assurance system, formalised by the Rector Decree No. O99-SK-R-IX-2014: UMN Internal Quality Assurance. The quality management system is centrally run by the Internal Quality Assurance Bureau (IQAB). This body orchestrates the implementation of the policy, standards, and document control. The IQAB supports the quality assurance activities at the University and faculty level. While at the programme level, the quality assurance activities are conducted by a function named the IQAB *ex-officio*, which is supported by the IQAB. The IQAB *ex-officio* are staff appointed by the programme head with the main task of ensuring the programme's quality and implementation.

Quality assurance programmes are intended to:

- assure that educational processes consistently meet national and international legal and quality requirements and standards;

- increase stakeholder satisfaction through implementing an effective quality management system which also focus on continuous improvement; and

- ensure consistency of the research process and community services to achieve the University's vision and mission.

Students, faculty members, advisory boards (representatives from industry and professional stakeholders), faculty and study programme teams, and the Quality Assurance Office (QAO) are the stakeholders involved in reviewing education quality. These reviews are shaped through surveys, periodic meetings (twice per semester at the level of the study programme, once per semester at the faculty level), monitoring reports (generated each semester), annual quality audits by the QAO, and annual management reviews.

Quality assurance and quality development with respect to contents, processes and outcomes

The implementation of quality assurance in faculties and departments is based on the University's Quality Policy and Higher Education Standards (pertaining to education, research, and community outreach). Each standard has its own manual covering the content, processes, and outcomes. The implementation of the standards and procedures are periodically reviewed through various methods, including the annual internal quality audit.

Internal quality assurance targeting the programme outcomes starts along with the study process until two years after graduation. Final grades, success rates, time until gaining one's first job, competencies compatibility to stakeholder needs, and employability are the indicators for assessing the programme's outcomes. To ensure the quality of the programme's contents, there are standards and procedures related to the forming of graduate profiles, ELOs, curricula, syllabi, course materials, evaluation examinations, and grading schemes.

Professionals from respected firms and academic experts are involved in developing and reviewing graduate profiles. Both graduate profiles and curricula have a major review (at least) every five years. The annual review is conducted as minor adjustments to learning methods, materials, or other specific cases. For example, in early 2022, there was a curricula and graduate profile review for programmes in the fields of accounting, management, and business by an expert from Malaysia's Putra Business School. Following the review, the Dean, programme head, course coordinators, and

lecturers adjusted the curricula's structures along with the course plan and material. The Quality Assurance Office supports these observations and evaluations to ensure the process has complied with the standards.

To ensure the quality of the education process, most study activities are recorded in an automatic integrated system. For example:

- Course plans and materials are stored in the LMS. Every student has personal access to the LMS, which is integrated with the academic database and information system (*MyUMN*). It ensures the students have valid references and information about their courses from the beginning of their study. Moreover, the IQAB ex-officio team audits and validates the course delivery quality every semester through subject matter experts/course coordinators using online tools on the availability of materials and their format, and the completeness of assignments.

- The *MyUMN* information system automatically monitors the study process, attendance data, and grades accumulated during the study period to minimise fraud and uncontrolled/untraced modification. It ensures all planned lectures are held (14 lectures per semester) and helps students maintain their attendance.

- *MyUMN* ensures the students have a reasonable study load based on their previous performance. For example, a student with a GPA under 3.00 in a recent semester cannot submit a study plan over 21 credits in the following one.

During the study year, outcomes are evaluated through a careful mapping of expected learning outcomes (ELOs) to course learning outcomes (CLOs). Every exam serves as a particular assessment of the outcomes. An additional student survey is then launched to ensure the learning method meets the desired CLOs. Every study programme's IQAB ex-officio helps monitor quality parameters like academic advisory and study periods. Special observation through an early warning dashboard is made available for students who exceed their normal study period or are in danger of failing their courses. The IQAB team conducts yearly internal audits on the study process and experience in order to identify areas in need of improvement.

Instruments of quality assurance

There are two primary mechanisms/instruments to measure programme quality:

- surveys or feedback mechanisms from stakeholders; and

- internal evaluations by quality audits and reports.

1) Evaluation by students

In general, all students give evaluation through surveys on the following quality dimensions:

- **The teaching quality of the faculty:** Conducted twice per semester (mid and end) via the *MyUMN* information system. It includes 14 parameters that review the lecturer's readiness and didactical ability to deliver the courses.

- **The quality of the facilities:** This survey is done twice a semester along with the teaching quality survey. It includes parameters that review the service performance of all supporting departments, canteen, internet services, classrooms, laboratories, book collection, campus security, and cleanliness.

- **The preliminary survey for course comprehension:** Conducted in the second or third week of the course. It is mandatory for the lecturer to explain the courses in their first week to guarantee the student's comprehension of the content, learning style, and assessment method.

- **The course ELO survey:** This evaluates the learning experience in terms of the ELO (on the last week or immediately after the completion of a course). This survey will ensure the conformity of the learning method delivered during the courses with what has been planned.

- **Other surveys** conducted based on the needs of each study programme, such as evaluating particular programmes, webinars, and workshops.

Bachelor of Accounting lecturers receive excellent evaluation results, an average of 3.39 out of 4 (compared to the minimum standard of 2.75). The evaluation results are the average scores taken from student answers for several aspects. Furthermore, students are requested to fill up a feedback survey for each guest lecturer.

The **Bachelor of Management** lecturers received excellent evaluation results (average score of 3.44 out of 4, compared to the same standard above). The data shows that all students were satisfied with the lecturers' performance.

Master in Technology Management lecturers received excellent evaluation results, with a lowest score of 3.44. Furthermore, the data shows that all students from the partner university (NDMU) were satisfied with the MMT visiting lecturers. Indeed, the NDMU students gave very positive comments and feedback. MMT implemented the survey feedback for the industry practitioners who were invited to be guest lecturers. The survey measures certain indicators, such as the relevance and up-to-date nature of the content, the communication skills, and the comprehensiveness of the delivery. The survey showed that 94 % of the guest lecturers have an outstanding performance. Any guest lecturers who receive an evaluation score of lower than 3.0 are not invited to return.

Evaluations are conducted through the academic information system, available for students, and is compulsory before they can access their mid- and final-term examination grades. The instrument itself is subject to a review or improvement, thereby allowing it to be modified or more-widely implemented as needed.

In order to enhance the general QA instrument used by students, several surveys are conducted by the **MMT** programme for the following parameters:

- **The quality of the curriculum:** The MMT's curriculum is evaluated once every two years using a student satisfaction survey with the purpose of understanding any competency gaps and industry expectations on provided courses.

- **A satisfaction survey on guest lecturers** is conducted by students for every guest lecturer invited to the class. It serves as an evaluation of whether the guests or topics are relevant, if knowledge has been enhanced, and whether the guest ought to be re-invited.

- **The quality of student services** is conducted once every two years using the student satisfaction survey. The 2021 survey results showed that 94 % of students were satisfied with the information accuracy, 86 % with service quickness response, 97 % with the counselling services, and 18 % felt the benefits of professional certification run by the CED

were "Excellent" , 33 % felt they were "Good", and 49 % thought "Average). Improvements are to be conducted by the CED on trainer qualification and facilities.

- **A satisfaction survey for each activity** is completed after lecturer exchanges, industry speakers, and workshops in order to determine the topics' relevance, and the interaction, delivery, and quality of the speaker.

2) Evaluation by faculty

Employee feedback is collected every two years. The Employee Experience Index (EEI) collects the following information:

- **Cultural attributes:** to measure the organisational reputation and openness to differences as perceived by the employees.

- **Technology attributes:** to measure the availability, design, and usefulness of technology as perceived by the employees.

- **Physical space attributes:** to measure the satisfaction, flexibility, and work atmosphere perceived by the employees.

- **The reward policy:** to measure the financial and non-financial benefits perceived by the employees.

- **The perception of superiors:** to measure employee perception of their superiors regarding their leadership and effectiveness.

- **The quality of learning and career development:** to measure employee satisfaction in their competencies and skills development.

Another survey is conducted about the satisfaction level of the faculty members to the service provided by the Research and Community Service Department. The data from 2021 shows that the respondents expressed a satisfaction level of over 85 %.

3) External evaluation by alumni, employers and third parties

Evaluation from alumni is conducted using two main instruments:

- **The Exit Survey:** conducted immediately after a student has graduated to seek information about alumni occupation and employment information.

- **The Tracer Study:** conducted 1–2 years after graduation to obtain more information about graduates' transition from higher education to the workplace. It provides information about the relevance of their education's output against projected competencies, the fulfilment of ELOs, the congruence of the field of study to the field of work, and the conformity of the graduate profile to the job they acquired.

Both of the above instruments are conducted by the CDC, reported annually to all programme directors, and discussed by the study programme in order to implement improvements. Evaluation given by the employers is conducted annually by the CDC through structured surveys or interviews. Questions are designed to understand the quality of graduates in terms of technical capability, leadership, problem solving, attitude, and English proficiency. The instruments and their methodologies are subject to improvement (for instance, the sample size was increased in 2021). The study programmes are given the freedom to enhance the employer's feedback to deepen the discussion through focus group discussions.

The results are communicated to relevant stakeholders (programme and faculty members), and are made available to alumni and employers through emails, alumni organisations (the Alumni Bulletin), and the CDC website. Moreover, all of the feedback is put into books/reports (Tracer Study Reports, Alumni Survey, and Employers Feedback) and a printed version is available in the library and can be accessed by all visitors. Every year, the CDC also conducts a direct "roadshow" to each study program to present the report.

Evaluation given by third parties is commonly gained from external accreditation boards, partners in education, research, and community development. Particular evaluation is conducted by different departments.

- Evaluation from global partners is managed by the Global Office Department. The satisfaction surveys from partners are conducted after a partnership is done to provide information about the sustainability of the programmes.

- Evaluation from research and community development partners are managed by the Department of Research and Community Services. The survey is done at the end of the project, and aims to collect input from partners to improve the projects or develop future ones.

- Evaluations from external accreditation boards are regularly conducted by the National Accreditation Agency for Higher Education (NAAHE). The evaluations cover general management quality, including strategic management, students, curricula, facilities, financial, human resources, education, research, community service, output, and partnerships.

- Other international accreditation boards are custom chosen based on relevant frameworks to each study programme. For example, the BoM was assessed by the AUN-QA in 2021 and declared to have met their quality criteria.

The accreditation review conducted by the NAAHE in 2021 resulted in an 'A' (Excellent) level for the **BoA**.

The accreditation review conducted by the NAAHE in 2021 also resulted in an 'A' (Excellent) level for the **BoM**. Moreover, the BoM successfully received international certification from the AUN-QA Network for its quality assurance.

The initial accreditation conducted by the NAAHE in 2021 resulted in a 'Very Good' rating for the **MMT**. In addition, the MMT runs a satisfaction survey for cooperation partners in the fields of academic, research, and social outreach activities. Moreover, FGDs involve representatives from the business world discussing the topics of curricula, graduate quality, career development tracks, and collaboration. Periodically (in 2020 and 2022), the programme conducts subject relevance reviews on the basis of student requirements for completing their studies and finding active employment. According to 2017–2021 tracer study data, over 80 % of BoA and BoM graduates find their first job within three months of graduation.

Programme documentation - Programme description

Detailed information about each programme is documented and easily accessible in the curricula documents, academic handbooks, brochures, and the website. The umn.ac.id, website provides comprehensive information about offered programmes to society and prospective students. It

includes graduate profiles, ELOs, programme outlines, curricula descriptions, courses offered, prospective employment and further study, and admission requirements. The website also provides information about lecturers' expertise, their research, the facilities' availability, and programmes offered to international students. Further staff members (managed by the Admissions Office) are available to assist prospective students with more information, programmes, and activities.

Further to the general information provided by the website, **BoA** information related to student activities, mentoring, and competitions is also managed through the student organisation's Instagram (@himtaraumn).

<u>Information on activities during the academic year</u>

Information about the University and the study programmes' activities are regularly published through the University's webpages. These contain (annually updated) academic calendars that provide comprehensive academic milestones during full academic years. Together with announcements through *MyUMN* and student emails, the academic calendar ensures important dates are well communicated to prospective and active students, and helps maintain the study plan. In addition to the main channel of delivering information, each study programme has their additional support systems.

For the **BoA** information related to academic work, schedule, enrolment (KRS) is also managed through the student's Social Media and WhatsApp group.

The **BoM** programme regularly publishes current news and information related to the activities of academic institutions. This includes academic calendars, important dates, tuition payments, deadlines of report submissions, and other important notifications and announcements. Blast email notification, social media, and chat groups are also used to deliver information. Press relations and network communication are actively maintained. The BoM regularly informs the public of its activities through websites. The information covers a brief description of the BoM's objectives, mainly concerning its ELOs, mission and vision, competitive advantage, course matrix, enrolment administration, and activities.

The **MMT**'s academic activities are communicated to the students through emails, the UNION app, social media, and WhatsApp groups. The information administration is managed by respective departments. For example, the academic information service sends students information related to academia, the CDC sends out career information, and the Global Department distributes collaboration and programme information. The study programme also sends out information, especially concerning the activities it manages, such as lecturer changes, guest lecturers, seminar and colloquium schedules, and enrichment programmes.

Appraisal:

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, has been set up and formalised with the UMN Quality Policy. It takes into account the results and the analysis of the various evaluation on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by students, faculty and external stakeholders is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the relevant stakeholders and provide input for the quality development process. The academic information system (LMS) is being further improved to make the results of such evaluations more easily accessible to students.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). UMN 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 Multimedia Nusantara (UMN)

Bachelor / Master programmes: Master in Technology Management (MMT), Bachelor of Accounting (BoA), Bachelor of Management (BoM)

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

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

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